how to utilize that information.

Can you bridge the gap between faculty and student? Create a course that is engaging and makes students want to think and learn. Develop the framework of knowledge to assist students to develop a skillset that develops over the course of the semester. The framework of knowledge is an essential part of our syllabus, as it is the foundation for the development of thinking, learning, and research.

I am suggesting that we cannot diminish the importance of our students and faculty. We need to engage them in meaningful, collaborative learning experiences. It is essential that we provide them with more responsibility. A student must engage in their own learning.

When we design a syllabus, we hope that it accurately reflects the nature of our course. We hope our syllabus of skills and knowledge. In our courses, we challenge our students to develop critical thinking and problem-solving skills.

The subject of the introduction of syllabus information is an important part of our syllabus. The introduction of information should be concise and clear, allowing students to understand the course material effectively.

Moreover, it is crucial to balance the development of skills (intellectual, emotional, and social) with content. This balance is necessary to ensure that students are equipped with the skills needed to succeed in their future endeavors.
THE COMPONENTS OF AN EFFECTIVE SERVICE-LEARNING SYLLABUS

- Define the service-learning goals of the course.
- Specify the roles and responsibilities of students in the placement program or service project.
- Specify the roles and responsibilities of the service coordinator.
- Include a description of the course content and the service component.
- Include a description of the service project.
- Include a description of the reflective process.
- Include a description of the expectations for students.

Incorporate, if appropriate, community connections, etc.

- Specify how student work will be evaluated.
- Specify how students will be evaluated.
- Specify how students will be evaluated.
- Specify how students will be evaluated.

Incorporate, if appropriate, community connections, etc.

- Specify how student work will be evaluated.
- Specify how students will be evaluated.
- Specify how students will be evaluated.

Incorporate, if appropriate, community connections, etc.

- Specify how student work will be evaluated.
- Specify how students will be evaluated.
- Specify how students will be evaluated.

Incorporate, if appropriate, community connections, etc.

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- Specify how students will be evaluated.
- Specify how students will be evaluated.

Incorporate, if appropriate, community connections, etc.

- Specify how student work will be evaluated.
- Specify how students will be evaluated.
- Specify how students will be evaluated.

Incorporate, if appropriate, community connections, etc.
Some of the community partners at the University are:

- Fred Linford
- John Bluhm
- SED 320 Sociology of Education
- School of Education, Fall 2001
- The College of Education

Dear Professor John Bluhm,

Associate Professor John Bluhm

SEd 320 Sociology of Education

School of Education, Fall 2001

Faer College

As a possible replacement for the items in the syllabus, health is important and faculty should make them as

The campus computer and the National Service Learning Center are available to students and faculty.

Library searches are public in nature. They are kept and passed along to other students. Libraries

are studied in the interior documents—no mean to be read by those outside the course or department. But if

so that instructors in the library and academic libraries' holdings that they read to promote self-

reference and courses in addition to learning and academic numbers. Including that they read to promote self-

research. One of the items (especially the university or the department), faculty and

The above administrative comments are body of information. However, the majority of syllabus

Course title, course number, semester, university, department, faculty and co-instructor contact info.

The Reading

The Further Inference of the Presentation of These Categories

In the following pages we will examine each of these categories and discuss how it.

Support of the recommendations for the

Explanations of the grading policy

Overview of course requirements (or the primary assignment)

Weekly course schedule

Required readings

Course goals and course objectives

Introduction, overview, purpose, or rationale

Course description
are central to definitions of democracy, social justice, civic responsibility, and public life. They are central because they are concepts that embody values, beliefs, attitudes, and ideas that have been central to our nation's history and traditions, and they continue to be central to our contemporary society. Within the context of the public and community service, these concepts are crucial. This course is designed to introduce the service-learning component of the course.

more fully understand the service-learning component of the course, an expanded version of the description of the course, which faculty can choose to describe on the course syllabus, prerequisites, and course descriptionbriefly describes the course. The introduction is in two different sections: the course description and the course introduction. Together, these two sections will provide additional information and clarify specific aspects of the course.

Introduction Overview, Purpose, and Benefits

In the environmental studies curriculum, the course "Introduction to Ecological Economics" explores the relationship between economic systems and environmental issues. The course focuses on the integration of environmental and economic considerations in decision-making processes, with a special emphasis on sustainable development and ecological sustainability.

The course description provides an overview of the course and its objectives. The purpose is to introduce students to the fundamental concepts of ecological economics and to develop an understanding of the interconnections between economic and ecological systems. The course is designed to be interdisciplinary, drawing on principles from economics, environmental science, and other related fields. Students will learn how economic decisions can have environmental consequences and how environmental challenges can influence economic outcomes.

Course Description

The course description is divided into two main sections: the course syllabus and the course overview. The syllabus outlines the course content, learning objectives, and assessment methods. The overview provides a general introduction to the course, highlighting the key themes and goals. These sections are intended to provide a comprehensive understanding of the course and its objectives.

The course is designed to be accessible to students with a variety of academic backgrounds. It is suitable for students interested in environmental studies, economics, business, and related fields. The course provides a strong foundation for further study in ecological economics and related disciplines.
Course Goals and Objectives

Objectives of the course are designed to help students develop the critical thinking and problem-solving skills necessary for success in their future careers.

Goals for the course include:
- Developing critical thinking skills
- Enhancing problem-solving abilities
- Improving communication and collaboration
- Fostering an understanding of the scientific method
- Encouraging ethical and moral reasoning
- Preparing students for further education or the workforce

Students will be expected to:
- Participate actively in class discussions
- Complete assignments and projects to demonstrate understanding
- Engage in group projects to develop teamwork and collaboration skills
- Present findings and conclusions in a clear and concise manner

By the end of the course, students will be able to:
- Apply critical thinking to analyze and solve problems
- Communicate ideas and information effectively
- Work collaboratively with others to achieve common goals
- Demonstrate an understanding of ethical and moral principles
- Prepare for further education or entry into the workforce

Course Requirements:
- Attendance at all classes
- Completion of assignments on time
- Participation in class discussions
- Preparation for exams and quizzes

Textbook:
"Fundamentals of Service Learning Course Construction" (W. Woodcock, 1997, p. 12)

Course Schedule:
- Week 1: Introduction to service learning and its importance
- Week 2: Understanding the benefits of service learning for students
- Week 3: Service learning in action: Case studies and examples
- Week 4: Assessing the impact of service learning
- Week 5: Service learning and community development
- Week 6: Service learning and career development
- Week 7: Service learning and personal growth
- Week 8: Service learning and ethical considerations
- Week 9: Service learning and future directions

Evaluation:
- Participation (30%)
- Assignments (40%)
- Midterm exam (20%)
- Final project (10%)

Additional Resources:
- Online resources for service learning
- Local community service opportunities
- Resources for ethical decision-making

Contact Information:
- Instructor: Dr. W. Woodcock
- Office Hours: Monday and Wednesday, 10:00 AM - 12:00 PM
- Email: woodcock@college.edu

Note: This course is designed to be accessible and inclusive for all students. Accommodations can be made for students with disabilities. Please contact the instructor to discuss any necessary accommodations.
OBJECTIVES: Students will demonstrate critical thinking in a 20 hour service placement.

Goal: To connect dance students to community arts organizations through service learning.

COURSE OBJECTIVE (REVISED)

A suggested revision of the first objective would be:

To connect dance students to community arts organizations through service learning.
Learning objectives are built into the course design to ensure that students understand the course content and can apply it effectively. The course objectives are:

1. Understand the economic and political implications of the course.
2. Demonstrate an understanding of the course and its application.
3. Describe the steps involved in implementing the course.
4. Develop skills in critical thinking and problem-solving.

The course is designed to help students prepare for the following outcomes:

1. Understanding of the course content.
2. Application of the course content in real-world scenarios.
3. Critical thinking and problem-solving skills.

In summary, the course is designed to provide students with a comprehensive understanding of the course content and its application in real-world scenarios.
WHAT EXACTLY ARE WE MEASURING?

1. Evaluates the effectiveness of current neighborhood literacy programs
2. Strengthens community partnerships
3. Aids in the completion of the Willamette River ecosystem
4. Considers current welfare policies to current economic needs
5. Leas social service organizations to address domestic violence
6. Describes the characteristics of the program, etc.
scillation of women in course assignments.

Research Question: Students will keep a weekly journal in which they reflect upon topics covered in class and reflect on their own experiences and how those experiences contribute to resource and inquiry.

Objective: Identify and analyze representation of women of color in media, literature, etc.

Goal: Demonstrate understanding of why we are familiar with specific figures in the field.

The project will include a written component and a presentation.

Research Assignment: Students will address this component as part of a larger essay and analyze.

Objective: Identify and analyze the social and cultural narratives embedded in course materials.

Goal: Demonstrate understanding of how stories are selected for the social, political, etc.

The Proliferation: Students will successfully complete one paper research and argument.

Research Question: How did the 19th and 20th centuries impact the social and cultural narratives of the period?

Objective: Identify and analyze the cultural and social narratives between the 19th and 20th centuries.

Course Goal: Demonstrate understanding of the social and cultural narratives in America in the 19th and 20th centuries.

Students who have successfully completed this course will be able to:

- Recognize the impact of representations of the absent.
- Identify and analyze the cultural and social narratives that shape our understanding of the period.
- Understand the role of gender and racial representation in shaping our understanding of the period.
- Synthesize evidence to reflect on their own experiences.

In conclusion, it is important that faculty convey goals and objectives in a manner that integrates and enhances course goals and objectives.
demonstrate to students the actual difficulty different concepts have with one another. (Woodcock 1997)

The goal of introductory courses is to present a broad range of material using the scenarios most likely to illustrate challenging or important points. The goal of upper division courses is better understood, they feel like different tasks—one that requires the students to develop the kinds of skills that will be in the course but also to prepare for future research. This is a difficult task—one that requires the students to develop the kinds of skills that will be in the course but also to prepare for future research. This is a difficult task—one that requires the students to develop the kinds of skills that will be in the course but also to prepare for future research.

After declining among the appropriate course, course concepts, course courses, the service experience.

The and assignments to course goals and objectives.

Course Content: Required Readings and Sequencing

Academic Research Project

Required Assignment: Students will address the concepts through a community-based study of

Objective: Explore the role of community and culture in the health of women and in public spaces

Goal: Demonstrate an understanding of community and culture as public spaces that contribute to the health of women

Action Research Project

Required Assignment: Students will address the concepts through a community-based study of

Objective: Analyze the role of community and culture in the health of women in public spaces

Goal: Demonstrate an understanding of how women's community history is conveyed at the level of community and in weekly journal assignments.

Required Assignment: Students will be asked to identify and interpret literary concepts in class discussions.

Objective: Identify, define, and interpret literary concepts, both in class and

Goal: Demonstrate an understanding of the literary concepts women have used to convey
When using service-learning faculty do not evaluate students on the service placement, focus instead on student satisfaction, effort, and impact of the activity.

An overview of the grading policy

To help ensure procedural policies

must take, who will be grading the assessment, when students can expect their work returned, and where.

Include due dates for each assignment, including when it should be submitted, where, and the submission procedure should refer to the course objectives and course requirements.

The syllabus should also

include the direct order of the course objectives, including the credit given to each course assessment.

In addition to highlighting assessment, faculty should discuss the weight of each assessment, as well as the format and procedures.

An overview of course assignments

Goals and objectives

not because it is a course requirement

a standard year, the service learning should be chosen or constructed because it enhances existing course

mean or practice and then constructing the course goals and objectives around the placement. This emphasis on service learning instruction within the course component is sequential, focusing on the placement. Service learning instruction is designed to reinforce the service learning objectives and those core,机动车 parking plan where an expanded schedule will serve a template for new courses and service courses. In a unique manner, instructors choose books with the intention of building course goals and service courses. The book chosen begins calling midway through a service field—selecting the book content for the

The feeling is in different cities and the service component becomes the major component. But the feeling is the different

In a typical academic world, faculty would have the opportunity to fulfill course goals and objectives.

Final thoughts

would present a difficult case—building students through prerequisites from basic knowledge to more difficult
courses. The service component must be integrated into the weekly schedule in the same manner you create content of the order of cores, and so, if you choose the profession of knowledge, you create a course in the weekly schedule. When planning the weekly schedule remember this is your first year of the weekly schedule. There are a few basic principles to follow. The weekly schedule is the management, an efficient planning, and organization of the week. The weekly schedule is the backbone of the week. Only courses are addressed for students on the weekly schedule.

Our results to pay the order of our courses are addressed for students on the weekly schedule.

When thinking about the order of progression, the course will take and how the service experience

contributes to the course outcomes from student, introductory course remains a different orientation than

progressions, since the course goal, faculty should consider the level of dedication progression and

progressions.
IMPLEMENTATION

Long as they can justify the learning that ensues.

require certain papers or class projects. They should not have to justify student work in the community as an alternative mode of teaching and learning. Just as instructors should not have to explain why their assignments will satisfy the notion of mindful work or meaningful work. It is important to address those concerns.

There is a continuing controversy about mindful work. Other students and less knowledgeable

An alternative way of cultivating dual for an end of service paper.

opportunity is the service learning. Does it work? Is there a paper to some requirement? Or is it merely

in some capacity into this exercise. What they do is share the course of some understanding of it.

If the service optional or meaningful? If it is malignant. Do the option for students who cannot

these exercises include additional materials for students that are specific to the service assignment. I have

College of Letters, Arts and Sciences, University of Southern California

(Ph.D. Richard Cone, Executive Director, John I. Leonard Project

DESCRIBING THE SERVICE ASSIGNMENT

work, and what is the creative writing of their calendar.

The number of different readings such as historical, sociological, and critical, as well as the ability to provide a cleaner and concise description of the student's participation in the activities and the related points. Add to the flows, please provide a clear and concise description

describe the relationship of service points, thus the ability to offer a clear relationship between

each profession of knowledge (in the field), I性命, faculty to interact and exchange course objectives when

does this lecture take place? Does this lecture take place? Does this lecture take place? Does this lecture take place?

describe the relationship of service points, thus the ability to offer a clear relationship between

in a manner that they appreciate the value of the assignment as well as their own! This is especially

do non-credit service assignments should actually reflect the course objectives. The course objectives are

culminating on the learning outcomes that flow from the service (materials they produce) are inspired by
Fundamentals of Service Learning Course Construction

Each step in the community service learning experience involves cooperation between the service provider and the service recipient. The service provider offers opportunities to learn new skills, gain experience, and understand the community. The service recipient benefits from the expertise and resources of the service provider.

Specific Information about Service Learning

Given this week's student reflection, student feedback, and course requirements, this section serves as an introduction to the service learning process. It is a critical step in helping students understand the components of service learning. The reflection should include four main components:

1. Specific Information about Service Learning
2. Service Learning Component
3. Service Learning Reflection
4. Service Learning Experience
IMPLEMENTATION

- Where do you place the full dimensions of the course?

- In what ways is it consistent or inconsistent with your experiences?

- What is the author's attitude?

Reflect upon the reading by addressing the following questions. Bring your written journal based upon your experience in community service in your home community or your education.

Reading: Nina Ehlers, Reading Poetry

- If we accept the author's arguments, what would have to change to make volunteerism "work"?

- In what ways is the author's experience as a volunteer similar or different from your own?

- According to the author, why is their volunteerism successful?

Reading: Sara Hodges, "The Value of Volunteerism"

EXAMPLE: JOURNAL ENTRIES FOR WEEK 2

Course Goals:
- Include lecture questions and allow students to ask the learning expectations.
- Note your presence based on student service work. If important, note your schedule.
- Some sections (may recall) and require questions on the syllabus as the basis for small group discussions. These questions may include a written copy with their observations and experiences in the community.
- These questions are designed to help students integrate readings, class discussions, and new concepts.
- Any programmed service-learning faculty member includes reflections into student reflections in the form of questions.
- Note that process will take place.

Requirements for the reflective component:

and how that process will take place. Whether there is one reflective process.
22  

Fundamentals of Service-Learning Course Construction

Personal growth reflections that focus on individual development and (b) academic reflections

5. Write a minimum of four 250-300 word reflection papers. Reflections must include both (a) and (b).

4. Document the completion of thirty hours of community service for a non-profit agency.

3. Around the small group instruction sessions one service project (formative assessment) and the outcome will be needed to withdraw from the course immediately or will be at risk of failing the course.

2. Support the student/servicer site agreement and student Observation Guidelines prior to the beginning of the service experience.

1. Attend the Service Fair and the Orientation Session to SLR 105-303.

Course Requirements

The first credit was performed.

105 once a supplemental credit when the service is performed at a different place the site where

3rd and 4th course credits in their academic program. A student may repeat SLR-105 once for a total of three credits given for this course. In other words, students are strongly encouraged to take this course at the beginning of the quarter and assume the responsibilities of the course. Students will receive three credits for this course.

Learning activities that fulfill requirements for other courses or classes if the service component meets the criteria.

Course Catalogue

Course Description

More than four credits of service learning will be applied toward the bachelor's degree.

No and socio-economic differences, applying classroom learning and bringing new skills. No

The outcomes included achieving a sense of care and social responsibility. Learning experiences do not

Service opportunities are designed to promote student learning and development. Despite learning

The goal of Service Learning is to provide a context in which learning experiences address

Departmental Goals of Service Learning at WayneState College

Sample Sylabi: Pure Service Learning (one of three)

Model syllabi (sorted by models)
meet the needs of the needs that the field has evolved to.

A. The professional, educational, and public policy courses of the needs that the field has evolved to.

B. The professional, educational, and public policy courses of the needs that the field has evolved to.

C. The professional, educational, and public policy courses of the needs that the field has evolved to.

D. The professional, educational, and public policy courses of the needs that the field has evolved to.

E. The professional, educational, and public policy courses of the needs that the field has evolved to.

F. The professional, educational, and public policy courses of the needs that the field has evolved to.

G. The professional, educational, and public policy courses of the needs that the field has evolved to.

H. The professional, educational, and public policy courses of the needs that the field has evolved to.

I. The professional, educational, and public policy courses of the needs that the field has evolved to.

J. The professional, educational, and public policy courses of the needs that the field has evolved to.

K. The professional, educational, and public policy courses of the needs that the field has evolved to.

L. The professional, educational, and public policy courses of the needs that the field has evolved to.

M. The professional, educational, and public policy courses of the needs that the field has evolved to.

N. The professional, educational, and public policy courses of the needs that the field has evolved to.

O. The professional, educational, and public policy courses of the needs that the field has evolved to.

P. The professional, educational, and public policy courses of the needs that the field has evolved to.

Q. The professional, educational, and public policy courses of the needs that the field has evolved to.

R. The professional, educational, and public policy courses of the needs that the field has evolved to.

S. The professional, educational, and public policy courses of the needs that the field has evolved to.

T. The professional, educational, and public policy courses of the needs that the field has evolved to.

U. The professional, educational, and public policy courses of the needs that the field has evolved to.

V. The professional, educational, and public policy courses of the needs that the field has evolved to.

W. The professional, educational, and public policy courses of the needs that the field has evolved to.

X. The professional, educational, and public policy courses of the needs that the field has evolved to.

Y. The professional, educational, and public policy courses of the needs that the field has evolved to.

Z. The professional, educational, and public policy courses of the needs that the field has evolved to.

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CATALOGUE COURSE DESCRIPTION

More than four credits of service learning will be applied toward the bachelor's degree.

The goals of service learning are to provide a laboratory in which learning experiences address human and community needs and provide the necessary base for reflection on those experiences.

Departmental Goals of Service Learning at Wayne State College

Syllabus SLR 205: Service Learning II

Model Syllabus: Pure Service-Learning (Two of Three)

Core Course:

1. Students will complete a research paper.

2. Students will complete a research project.

3. Students will complete a research portfolio.

4. Students will complete a research portfolio.

5. Students will complete a research portfolio.

6. Students will complete a research portfolio.

7. Students will complete a research portfolio.

8. Students will complete a research portfolio.

9. Students will complete a research portfolio.

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SLR 105: Service Learning I

DEPARTMENTAL GOALS OF SERVICE LEARNING AT WAYNE STATE COLLEGE

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Course criteria to be met between mentors and students:

A. Students will complete a research paper.

B. Students will complete a research project.

C. Students will complete a research portfolio.

D. Students will complete a research portfolio.

E. Students will complete a research portfolio.

F. Students will complete a research portfolio.

G. Students will complete a research portfolio.

H. Students will complete a research portfolio.

I. Students will complete a research portfolio.

J. Students will complete a research portfolio.

K. Students will complete a research portfolio.

L. Students will complete a research portfolio.

M. Students will complete a research portfolio.

N. Students will complete a research portfolio.

O. Students will complete a research portfolio.

P. Students will complete a research portfolio.

Q. Students will complete a research portfolio.

R. Students will complete a research portfolio.

S. Students will complete a research portfolio.

T. Students will complete a research portfolio.

U. Students will complete a research portfolio.

V. Students will complete a research portfolio.

W. Students will complete a research portfolio.

X. Students will complete a research portfolio.

Y. Students will complete a research portfolio.

Z. Students will complete a research portfolio.
The goals of service learning are to provide a learner in which learners' experiences address human and community needs and provide the necessary time for reflection on those experiences. The goal of service learning is to provide a deliberation in which learners experience goals.

DEPARTMENTAL GOALS OF SERVICE LEARNING AT WASENABOUCLE COLLEGE

Syllabus SLR 306: Service Learning (three of three)

Course goals: to be negotiated between professor and student.

9. Students will achieve a traditional grade on the course.

be negotiated between the student and the professor. This is worth 30% of the final grade.

The purpose of this course is to gather insights into the role of the professor in developing and teaching this course.

A problem encountered in the service sector is the problem many face in issuing of providing care.

8. In lieu of the SLR 105 paper, compose a research paper of at least 2,000 words on issues of community

The practical and applied other products of the experience of learning and development.

7. Complete a four page essay/paper. This essay/paper should accompany the report submitted.

in small group (classroom setting). These are worth 20% of the final grade.

6. Write four seminar papers to be submitted by the students on the day when they are discussed.

Classroom learning with the service performed. These are worth 10% of the final grade.

5. Write a minimum of five reflection papers. Reflections must include both (a) personal growth

4. Document the completion of six hours of community service for a non-profit agency.

3. Arranged into small group interactive sessions; one delves is permitted, and the exercise will be

need to withdraw from the course immediately or will be a lack of fulfilling the course

mention two weeks after the service ends. If they are not written by that date, the student will

be evaluated to the service experience report (form attached). These documents are due to the

2. Submit the above the reflection and Service Orientation Guidelines prior to the

1. Attend the service fair and the Orientation Session to SLR 105-306.

COURSE REQUIREMENTS
1. Attend the Orientation and the Orientation Session to SLR 105-05.

2. Submit the Student Self-Assessment, the Agreement and the Orientation Guidelines prior to the beginning of the service experience proper (form Macmillan).

3. Attend the small group meeting sessions on Tuesday and Thursday. The student will be notified immediately of any lack of fulfilling the course.

4. Document the completion of weekly hours of community service for non-profit agencies.

5. Write a minimum of four reflection papers. Reflection papers must include both (a) personal growth and (b) personal learning.

6. Write four semester papers to be submitted by the student on the day when they are discussed in class.

7. Complete a portfolio of the service performed (assignments attached). This is worth 10% of the final grade.

8. In lieu of the SLR 105 papers, compose a research paper of at least 3000 words that integrates the findings of the research.

9. Write a public oral presentation of the findings of the research.

10. Students will receive a final grade for the course.
The Institutional and Community Impact of Service Learning

The college serves academic credit for SL on the basis of the learning that students demonstrate.

SL helps the college to fulfill its civic mission by creating community-college partnerships that educate students in the essentials of democratic, yet pluralistic, democratic public life.

Though the college prepares students in educational, cultural, and democratic public life.

The college serves a community of practice for SL on the basis of the learning that students demonstrate.

The college requires students to perform service that makes a genuine contribution to the community.

SL helps students in the context to perform service that contributes to academic learning.

SL develops key educational competencies.

SL and classroom instruction by students.

SL makes a critical link between student’s service experience with classroom-based learning.

SL builds on the experience of exposure to the real world of community involvement and previous experience to meet real community needs.

Service-Learning (SL) involves students in real-life settings where they apply academic knowledge.

The campus moves beyond a "volunteer-provided" relationship with communities into college-based partnerships with communities, to meet the pressing civic, social, and economic needs of the region.

The college’s administration is engaged in discussions about the extent to which service-learning is a critical component of the college’s mission.

The college is engaged in discussions about the extent to which service-learning is a critical component of the college’s mission.
IMPLEMENTATION

Experience and feedback provide personal insights and enhance understanding. Non-students simply go through the motions of service learning. Students participate through activities and projects. The reflective process occurs during and after the experience. By reflecting on the experience, students gain a deeper understanding of the learning objectives. This is the key to linking personal learning outcomes and preparing students to perform the tasks.

(1) Preparation

The four basic elements of service-learning.

(2) Service

Service should be challenging, meaningful, and available to students. Service projects should be designed with opportunities for students to be engaged, supported, and provided with opportunities for feedback and the college understands how these are selected. How coordination and support will be addressed.

(3) Reflection

Reflection is the linking of all service-learning outcomes and preparing students to perform the tasks.

Direct service: one-to-one, individual, personal contact.

Such service falls into three general categories:

- Varied and important

Students are provided with a clear sense of what to accomplish and where to be at the beginning of the service-learning experience. They learn how to do the work, what will be expected, and what is to be expected.
be manufactured and that these songs, they say, can be downloaded. But by listening to their use, one can learn about how they have been victims.

In my parents' house, I have discovered that they have sung songs that are about their lives. These songs are a part of the traditional culture of the place. It has been said that these songs are a way of expressing emotions and feelings. I have found that these songs have a deep connection to the culture and traditions of the place.

In my personal experience, I have noticed that the songs are sung during special occasions and ceremonies. They are a way of celebrating and remembering important events.

I have also noticed that the songs are sung during certain times of the day, such as during meals or before going to bed. This is a way of connecting with the past and with the traditions of the place.

In conclusion, the songs that are sung in this place are an important part of the culture and traditions. They are a way of expressing emotions and feelings, as well as a way of connecting with the past. I believe that these songs should be preserved and passed down to future generations.
Learned about yourself (especially if you are "strange" to this kind of site or to the kinds of

spend some time reflecting on your overall experience at your service site. Identify what you have

Seminar Paper #4: Learning through Service

in your service site.

The key words your topic of service site or you may think of a problem that you have encountered

(ERSCOCHRIS) is to create a way to locate such articles. When you use this Internet site, you can use

depict the situation at your service site. Your seminar paper should be 250–300 words.

Make up a critical way a particular problem at your site (in your seminar paper describe the facts

Service site (this probably will not be an article about your service site unless the service is

Located in a place in a journal, magazine or newspaper, that reflects on issues encountered at your

Seminar Paper #3: Current Issues Related to Service

here are the people you serve.

reflecting on both circumstances, give your definition of service.

Then, reflecting on both circumstances, give your definition of service.

Now write a second paragraph of similar length, write of another experience in which you

you felt when you were in need and how your feelings changed once you were served.

service of the other person who assisted you. How did you help in a paragraph of 100–150 words. Describe the situation that

Take some time to think about your service site. When you were the recipient of service—a time when

Seminar Paper #1: Where Is Service?
Model of Discipline-Based Service Learning

By the end of the semester, you should be able to:

1. Explain the concept of service learning.
2. Identify specific experiences that lead to the service learning.
3. Discuss the benefits and challenges of service learning.

How does the position you now claim compare with your definition of service learning you read in the textbook? Why?

Given the goals of your discipline, what position do you sup-

How would you measure the impact of service learning on your students?

How does your service learning experience support and challenge each position?
IMPLEMENTATION

An educated person should have conceptual abilities to think intuitively, to develop
thinking about moral and ethical problems.

An educated person should be expected to have some understanding of and experience in
recent backgrounds and beliefs.

An educated person should be able to develop the skills to understand, accept, and relate to people of all
cultural backgrounds and beliefs.

An educated person should be able to identify problems and to find effective solutions to those
problems in all areas of life.

An educated person should be able to think with numbers.

An educated person should be able to develop computational skills to all fields so that he or she
is able to think with numbers.

An educated person should be able to express him or herself clearly, coherently, and
accurately.

An educated person should have achieved depth in some field of knowledge.

An educated person should have achieved breadth in the liberal arts (Humanities, Social Sciences, Natural Sciences).

An educated person should be exposed to a broad variety of academic studies traditionally

Indian University East has established eight learning objectives for our students. Those eight:

CAMPUSS LEARNING OBJECTIVES

Understandable, then and only then can we begin to address issues related to education and society.
problems with gender equality, and even the school system. First, we need to understand how
gender complicity and how issues relate to gender and how these issues are
influenced by gender. We will discuss these issues and how they interrelate to illustrate key points
of discussion and how they affect the development of children. We will discuss issues related
to understanding children and their behaviors. We will also spend considerable time discussing
problems of children and adolescents. Although the title of this course is
Developmental Psychology (4th Edition) by Charles Wrenn

Service Learning Coordinators: Jim Parnell & Ken Wreath

Text: TR 9:30 - 10:45 a.m., ML 222

Class Time: TR 9:30 - 10:45 a.m., ML 222
2.7 Describe the strengths and weaknesses of each approach.
2.6 Explain the behavioral model.
2.5 Explain the educational model.
2.4 Explain the humanistic model.
2.3 Explain the psychoeducational model.
2.2 Explain the multidimensional model.
2.1 Explain the biological model.

2. Understand basic approaches to the problem discussed.

1.7 Discuss the importance of the definition over previous ones.

1.6 Explain the current National Mental Health and Special Education Coalition definition.
1.5 Discuss the criteria used to classify "disorders".
1.4 Describe the criteria used to classify "emotional disorders".
1.3 Explain the importance and problems of using definitions.
1.2 Describe the difference between "developmental" and "societal" norms.
1.1 Define "abnormal".

1. Understand the difference between "Emotional" and "Behavioral" Disorders.

Specific Content Learning Objectives:

To enhance your skills and abilities in achieving learning goals numbers 2, 3, 4, 6.

Of course, no single class could accomplish all of these goals. This course is specifically designed...
3.9 Understand the connection among these disorders
3.8 Explains Psychotic Disorders
3.7 Explains Anxiety-Disorderal Disorders
3.6 Explains Disruptive & Substances Abuse
3.5 Explains Conduction Disorder
3.4 Explains Attention & Activity Disorders
3.2 Explains Childhood Schizophrenia
3.1 Explains Intellectual Autism
3. Enhancing Each of the Disorder's Disease

4.5 Explains the possible interactions between these causal factors
4.4 Explains the cultural aspects
4.3 Explains the school factors
4.2 Explains the family factors
4.1 Explains the biological factors

4. Understanding the Causal Factors that Cause the Process: The Disorders

3.10 describes the school and health records search
3.9 describes the systematic screening for behavior disorders
3.8 describes the child behavior checklist
3.7 describes the social-emotional dimension scale
3.6 describes the link of early school-emotional development
3.5 describes the behavior naming profile
3.4 briefly describes the major screening methods
3.3 explains the criteria used in selecting a screening procedure
3.2 describes the reasons that screening is so important
3.1 explains the issue that comprehensive screening

3. Understanding the Issues Involved in Screening & Classification
4.4 Course Principles & Service-Learning Projects

4.9 Explains strengths issues for each disorder

4.8 Describes interventions and treatments for Psychotic Disorders

4.7 Describes interventions and treatments for Anxiety/Anxiety Disorders

4.6 Describes interventions and treatments for Depression/Depression

4.5 Describes interventions and treatments for Conduct Disorder

4.4 Describes interventions and treatments for Attention/Activity Disorders

4.3 Describes interventions and treatments for Substance Abuse

4.2 Describes interventions and treatments for Schizophrenia

4.1 Describes interventions and treatments for Autism

6. Understanding Public Involvement: Preparing for Each Domain
Please check for errors and submit your work in the designated format.

All students must submit a minimum of 20 minutes of work with their work writing.

These pages need to be a minimum of 10 pages (with at least 2 references) and need to be written.

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The purpose of this paper is to provide feedback on the student's work. The student's work will be evaluated based on

Specific problems that are addressed for the answer. This information should be considered.

The purpose of this paper is to provide feedback on the student's work. The student's work will be evaluated based on

Specific problems that are addressed for the answer. This information should be considered.
Specific reflection assignments and point values are as follows:

1. The construction you are developing for the service project is complete. Explain in 3-4 paragraphs what the project is complete. Be sure to identify the service project and discuss the major concepts from this reflection. You are being asked to engage in critical thinking about the service project and how it relates to your life.

2. Each student earns points for their reflection. Points are calculated as a group. Each reflection point will be “graded” points meaning the reflection is completed as a group. Some of these points are “individual” points meaning each student does the reflection and learning from the other’s discussion in this course.

3. You are learning from the service learning project and how it interacts with what you are learning from the course learning project. For this reason, you will be given multiple opportunities to reflect on your course content in a variety of ways. This is also particularly important given the applied nature of the course.

4. I am going to be evaluating how our students gain a significant amount of understanding by reflecting on the course projects.

Reflecting Learning from the Service Projects

1. Daycare

2. Parenting programs for homeless youth

3. Gun violence prevention

4. Mental health services

5. Alcohol awareness

Potential Projects

1. Parenting programs to address youth needs

2. Programs to improve access to mental health services

3. Alcohol awareness programs

4. Programs to address needs within the community

5. Child abuse awareness programs

6. Mental health awareness programs

7. Alcohol awareness programs

8. Parenting programs

9. Daycare

10. Parenting programs

11. Daycare

I am going to be evaluating how our students gain a significant amount of understanding by reflecting on the course projects.
IMPLEMENTATION

worth up to 100 points.

o'clock the project started their learning. These products will be graded as a group and are
with up to 100 points. For each group member, provide 50% of the group's products.

and complete the short response to the following questions:

in your group? How do you think your group's learning experience was different from the
indispensable component of the course. Identify the course components that are

3) Final Product—These are the culmination of your course. These products should

2) Final Product—Categorize and present a final product during this class. Include

1) Group Reflection—Once each month, groups will take a moment of class time and give

*Voting must be at least 1 point out of the 100 points.*

include answers to the following questions:

How does the information/communication changed or changed your way of thinking?

Professor's class reading guide to your project proposal/plan.

Exercise: Write down at least two learning objectives from this course.

verification. An exit exam can ONLY be used in for class periods in which you are physically

NOTE: An exit exam can ONLY be used in for class periods in which you are physically

individual reflection assignment.

In your group? How do you think your group's learning experience was different from the

**Points for the Course**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>In-Class Presentation</td>
<td>90</td>
</tr>
<tr>
<td>Research Project/Paper</td>
<td>100</td>
</tr>
<tr>
<td>In-Class, Take-home Assignment, Exit Cards</td>
<td>100</td>
</tr>
<tr>
<td>Higher Order Score X 40 points</td>
<td>30</td>
</tr>
<tr>
<td>2 Hourly Exams X 100 points each</td>
<td>200</td>
</tr>
</tbody>
</table>

**Total: 880 points**

Other students in the class.

Prescriptions must be a minimum of 20 minutes long and include at least 2 questions. In the lab, this will focus on their findings related to their chosen disorder rather than an in-depth project. Students choosing this option will still do an in-class presentation. The presentation however will allow 20 minutes (and need to be written in APA style. Please see me if you need help with APA style)

Presentation topics needs include 3: (4)
1. Treatment strategies
   1. Behavioral modifications (psychological, educational, nutritional, etc.) and summaries
   2. Significant findings
   3. Potential causes of the disorder

The requirement involves discussing one of the disorders covered in the course. Students who do not wish to participate in the service-learning project are not required to do so.

**Non Service-Learning Paper Option**

Students who do not wish to participate in the service-learning project are not required to do so.

**NOTE:** All groups members will be asked to turn in evaluation forms for all group members in.

suited with those students.

Group members and may adjust certain student grades accordingly. If necessary, after having submitted a detailed course I will use these evaluations to determine relative contributions from each member. All group members will be asked to turn in evaluation forms for all group members in.
IMPLEMENTATION

The 100 points that are possible on the first exam or test will be worth 22% of the course grade, which would be the highest possible of 17% of the exam grades. You can earn a total of 100 points in this course and get a personal response to each one, and you can earn a perfect score in each class. Following is a perfect score in each class.

Your instructor will keep 7% of the class under the course grade, which is a perfect score in each class. Another important function of the course is to provide opportunities for you to reflect on what you have learned and how it may influence your future in your career. For example, you might consider how your service experiences have influenced your career.

EXTRA CREDITS

What is normal or abnormal.

Learning goals, to achieve the course.

The Service-Learning Coordinator will be available to help work through specific concerns with the project. The majority of the work will be done while students are volunteering in the community.

Although some student work will be used for grading purposes to justify the service-learning component, the service learning coordinator will address the project, the project itself, the service-learning component, and the service-learning component of this project (e.g., 10 pages) is meant to allow you to explore in-depth some aspect of this project.
Week 7: Depression 3-minute Project Updates, Read Chapter 6 in text.

Week 8: Thought Paper 2 Due.

Week 9: Conduct Disorder 3-minute Project Updates, Read Chapter 7 in text.

Week 10: Midterm Service-Learning Project Format.

Week 11: Conduct Disorder 3-minute Project Updates, Read Chapter 8 in text.

Week 12: Review spanish, exam 1 Review, Exam 1 on Monday, Read Chapter 9 in text.

Week 13: Thought Paper 3 Due.

Week 14: Midterm 2, Review spanish, Exam 2 Review, Exam 2 on Monday, Read Chapter 10 in text.

Week 15: Thought Paper 4 Due.

Week 16: Review spanish, Exam 3 Review, Exam 3 on Monday, Read Chapter 11 in text.

Week 17: Review spanish, Exam 4 Review, Exam 4 on Monday, Read Chapter 12 in text.

Week 18: Final Exam, Review spanish.

Student Assessment Group

and the success of the learning environment in this class.

know what I am doing right or what I could improve to enhance the quality of my instruction will be invaluable to me and the other students because only feedback from students can let me know what I can improve. The other time that I return to this group, your feedback shows that group, the course, my teaching style, the material, the assignments, etc. You should submit a short written summary at midterm and the end of the course summarizing what you think changes to make necessary, course to classes to maximize the learning that takes place. I will also ask you to evaluate the course and to discuss what you like to see more of or if you are interested in forming a student assessment group that will meet with the professor to make this class as good as it can be. I would like to ask your opinion.
Dear community, students,

You are expected to do your own work and properly credit the work of others. I expect that if it will affect your grade for me to check good ideas and assignments if they are written poorly. Please proofread your work.

Class participation and adherence to required readings: One Participation Paper; Research project

Course Requirements

There will be a particular focus on poor neighborhoods in Hooyoke and Springfield.

The course will examine people who study, practice, and research community development. Issues and questions about communities that have been ignored in the global marketplace should emerge in people other than those least likely to have been addressed adequately. The course will deal with theories on various neighborhoods in the metropolis and the neighborhoods that exist beyond city neighborhoods. The course will focus on local community development and how democratic in the organization and decision-making of poor neighborhoods. The idea of poor neighborhoods as subjects of collective action is embedded in the notion of "community development." The course will cover the subject. 

The purpose of this course is to engage students in the various ideas, debates, and tensions around

Model Syllabus: Problem-Based Service-Learning

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>Exam 3 Review discussion, Exam 3.</td>
</tr>
<tr>
<td>1.5</td>
<td>Thought Paper Due</td>
</tr>
<tr>
<td>1.4</td>
<td>Psychology Behavior</td>
</tr>
</tbody>
</table>
Discussion

In-City Economic Development

Community Organization and Community Development


Discussion

In-City Economic Development

Community Organization and Community Development


Discussion

In-City Economic Development

Community Organization and Community Development


In order to understand the decision-making of different households, we need to gain information on the number of households whose decisions are based on their preferences. We are conducting a survey to gather this information.

The survey will also help students conduct in-depth interviews of the residents of the sites.

While the survey is a useful tool, you can modify (if necessary) and use for your site.

The results of the survey will be used to modify the current analysis of the housing characteristics and neighborhood conditions of the census tracts. The information collected will be used to make decisions on the future development of the area. The decision-making process is to evaluate the housing satisfaction of local low-income residents of the neighborhood. The projects are designed to provide affordable housing options for the residents of the area.

The survey is being conducted in the Next County New Brunswick, NJ. The results will be used to identify the areas in need of improvement and the types of services required.

Sponsor: Hudson-Harmonic Housing Partnership, Inc. (HAP) (Lauren Wendy Friedmann, Mobility Study/Projects Coordinator)
Implementation

Hypothesis: City Council and Department of Community Development and Planning were asked to do the research on community gardens in Holyoke that will go to the city of Holyoke. After you have collected information on agricultural production, you are to present the data to them. The purpose of this research project is to measure the agricultural production of community gardens in Holyoke.

Liaison: Daniel Ross, Executive Director

Support: Nicole Reyes, Holyoke Community-Caremark Outreach Study

Holyoke supports the benefits of community-based credit unions in South Holyoke.

Information is necessary to create educational workshops. What do Holyoke's residents and their families need to be taken into account? You will need to identify funding sources. The first step of information is to evaluate the model of work in Holyoke. Once you have done this, you will write a planning grant so you can receive funding.

In the next section, we will discuss the participants in the neighborhood. The study was conducted on the accessibility of credit unions. The study was conducted in a study of the role of credit unions in the community. The study was conducted on the accessibility of credit unions in the community. The study was conducted on the accessibility of credit unions in the community.

Support was provided by the Holyoke Housing Authority. The study was conducted in a study of the role of credit unions in the community. The study was conducted on the accessibility of credit unions in the community.

The purpose of this project is to determine whether a community-based credit union is feasible.

Conclusions

Liaison: Carlos Vega, Executive Director

Support: Nicole Reyes, Holyoke Community-Caremark Outreach Study

Community Union Reaffirm Study

Cultural Change and Decision-Making Process by section—reaffirm.

Cultural Change and Decision-Making Process by section—reaffirm.

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The Fundamentals of Service-Leaning Course Construction

Marcia R. Keeler
Summer 2000
In Other Words
Portland State University
Women's Community Education Project

The first step in the design and construction of the research was to develop a plan for the upcoming season to record gardeners' activities. The gardeners were interviewed in the garden and we would like to interview as many as possible. The next step was to determine the tasks that needed to be completed to make the gardeners' experience as enjoyable as possible. The gardeners were asked to participate in community events, such as the local Farmers' Market, to share their knowledge of gardening and to provide feedback on the activities they enjoyed. The gardeners were also asked to participate in surveys and interviews to assess their satisfaction with the program. The final step was to determine the next steps for the program, including the development of a plan for future seasons and the implementation of any necessary changes. The gardeners were encouraged to participate in the planning process, and their suggestions were incorporated into the program. The program was designed to be flexible and to accommodate the needs of the gardeners, with the goal of creating a positive and enjoyable experience for all participants.
IMPLEMENTATION

(1) Portfolio Assignment (not graded, but required: 20 points max.
handout)

Write an essay form the class each week. The following are required:

- A first-person account of your reflections on the course—evidenced in a

SCHOLARLY & PERSONAL REFLECTIONS: 100 POINTS

REQUIREMENTS

Women's studies office (CH409). Please note that the office is open from 9:30 a.m.

Selected readings and breakable materials to be distributed in class and/or on reserve in the

Handout: Anleitung Opleauc


Francessca La Bosco & Hilary Cohn: Kizigon: The Do You Very Close to Your Child?

TEXAS

Communication: build women's experiences resulting in a variety of opportunities for oral, written, and graphic

2 FINDING A VOICE: To assist you in reflecting and interpreting the complexities of

- Communication building and women's educational resources.

(4) A CRITICAL PIECE OF THE PIE: To enhance your ability to think critically, analyze,

- hook community building and women's educational resources.

(3) A BRIDGE TO THE COMMUNITY: To encourage you to become an active member of your

(2) FROM THEORY TO PRACTICE: To apply women's studies knowledge (and the critique you

- respect and incorporate different perspectives.

(1) TEAM APPROACH: To work together as a collaborative research team—learning to value,

This CAPSTONE course is designed as an interdepartmental project in progress. We are building a bridge

COURSE Structure AND OBJECTIVES
a possibility.

We encourage these projects to be completed in small groups, but individual projects are also

You will submit a proposal to your mentor and instructor on the second week of our class.

ZINE

We are excited to see what you create with your proposal. It may or may not be directly related to the
your opportunity to use skills specific to your major and should reflect your personal interest in
projecting on you with your mentors or community partners. This task is
you will need to a secondary task applicable to our project that you will be responsible for

Secondary Task: Of Your Own Design (25 points)

3. Find Project: As the end of the term you will be responsible for defending the following:

Presentation to In Other Words

PRESENTATION

Presents an idea, builds interest, initiates a discussion about Zine topics

Writing Zine Articles

Running Zine Workshops

Editing Zine Submissions

Designing Transcripts

Transcript (NOTE: 1 hour minimum = about 10 hours transcript, plan ahead)

Legal Release Forms

In Your Opinion: (25 points)

Proud People: Create Design

Background Reading

Writing an essay, submitting, and describing our Zine. Your "Focus Group" work may include the fol-
and to conduct several pop sessions with your Zine to explore ideas and rejec-

1) Primary Task: Pop Sessions & Publishing a Zine 75 points

Secondary Task:

dependence on the design of your project. This portion of your grade includes both primary and
of our research. Your Zine will be placed in your mailbox at the end of the class and is
A mini- or major in this course will be based on your informed community work as part

COMMUNITY WORK: 100 POINTS

10 points per project x 6 weeks = 60 points total

Research Reflection Journal (see handout) (EMAIL is required)
Please Note: The 16 sessions include all I/T/I Sessions (including holidays) and the Final Project.

Tasks when appropriate:
1. Contribute to class discussions, planning sessions, and small group works.
2. Share your own experience with others.
3. Choose one or two others from your group to share your experience.
4. Read and discuss the readings in the community.
5. Attend classes (or participate by a service/research project in the community).
6. Present your work to the class on a specific day during the next week.

Points: You will earn 62.5 points for each working class session in which:

- The group works with each other.
- Each of you works on the project work given by the instructor.
- Each of you presents the project work in the project work given by the instructor.
- Each of you works on the project work given by the instructor.

We are working on a group. We will move through the course together starting from this week. Design project.

Community Partner Arrival Date: Monday, June 1, 2020

A third of your grade is based on evidence of your active participation in each other's class, and our community.
Personal Research, Take to Complete:

- Short list of possible gift connections from your own community
- Portfolio Design
- Create a Sharing Portfolio
- Group: What kind of round we should we establish as guidelines for our college

Handbook

Reading Articles on Research (Fundamental Movement Articles), Captions

THURS. June 22, Present Our Own Collectives
- Read others' research
- Conduct our review assignments

Video clips from past CHRL-powered classes

What is a consensus? Lessons of collaboration and autonomy

I. June 20: Introduction to Captions, movies, and your collective

Week One: Introduction

Week two: You may borrow them to practice or loan for two hour periods between 9 and 3.

Handbook (CH 401) and methodology. These readings will be on reserve in the library and develop an understanding of specific content issues.

Reading: With the exception of your textbook readings will be assigned. We move through the text

Capstone Project Plan

Week Three:

Performance

- You will not receive an grade for the course until you have returned all loans, checks

Your work is the course portfolio. You are encouraged to discuss feedback with us as often as possible.

Your work must be clear and written in the hand and must be exacted as given above.

Your work will reflect your community work as the project evolves. In addition, you will be scored to

How will the feedback of your community work? Your reflection and discussion will assist

Your response will be the feedback to your original work. What is the feedback of your project?

(1) the completeness of the above requirements, as well as

Your final grade for this course will be based on:

Grading

We will work with you.

You will not complete your work. Meet deadlines, and participate in some other aspects upon your way.

Your final grade will be based on your work. If you keep us informed of unexpected events and make arrangements.
RESEARCH TASK: Learning to listen to implicit personal experiences.

This week, we encourage you to go with someone from your group to meet with a teacher or a friend. Ask an open-ended question about the story and the theme. We will give you a list of questions to answer about the story and the theme. Please write down the responses. See the other chapter for publishing work development.

RESEARCH TASK: Review and analyze the responses. Write down your reflections for future reference.

Week Two: Meeting Our Community Partners & Local Girl Advocates

- June 27: Meeting Our Community Partners & Local Girl Advocates

Week Three: Methodology for Girls' Initiatives

- Secondary Research (with a focus on a local group or community project)

RESEARCH TASK: Lay out our community-based, primary survey contact.

Reading: Chapter 2.4

THUMBNAIL PROCESS & LIGHT-TO-DARK PROCESSING

RESEARCH TASK: Learning from a local group or community project.

Reading: Chapter 1.4

GUEST: Catherine Smith from Other Worlds. The Girls' Initiative Network
THURS. 7/20 TALKING MORE: Reflection on Rap Sessions
Personal Research Tasks to Complete:

1. Thumbtack sketches
2. Research on organizations

Discuss the words and thinking through new directions for our own project.

Research Task: Thinking more about what we are learning from the field.

Reading Articles on Reserve

THURS. 7/18 TALKING BACK AGAIN: More Reflection, Revisiting

Week Five: Chit Chat

Personal Research Tasks:

a. Write Rap Section Forms
b. Discuss transcribing

...a special video on art which we would like the girls to work on. We will ...

Research Task: Our section will consider on our talking about what we are learning.

Reading Articles on Reserve

THURS. 7/11 TALKING BACK: Reflection on Rap Sessions Whining Girls' Voices

Personal Research Tasks to Complete:

Research Task: Please secion, interaction, and write our own groups.

Research Task: Please brainstorm about possible rap sections. Formulate shared ideas (class power, sweet chapters, 5-G, etc.).

Reading Articles on Reserve

THURS. 7/4: THEME ONE: Planning our Rap Session

PLEASE NOTE: You should try to schedule your first rap session

Week Four: Cutting Reading in Rap in the Cold Zone

Personal Research Tasks to Complete:

a. Your personal identity narrative
Week Eight: Quiz

Personal Research Tasks to Complete:

1. Write an essay on the topic of your choice.
2. Research TASK 2 format ideas.
4. Assignment: Write a paper on your final project.

Week Seven: Coursework

Personal Research Tasks to Complete:

1. Complete an essay on the topic of your choice. Extend your research for each theme section.
2. Write a quiz based on the essay—summary of each theme.
3. Research TASK 1 format ideas.

Week Six: Zine, Chp 7

Personal Research Tasks to Complete:

1. Write a summary of each submission, focusing on the strengths and weaknesses of each piece. Submit a draft of your final assignment to the instructor.
2. Research TASK 2 format ideas.

Week Five: Quiz

Personal Research Tasks to Complete:

1. Write an essay on the topic of your choice.
2. Research TASK 2 format ideas.

Week Four: Quiz

Personal Research Tasks to Complete:

1. Write an essay on the topic of your choice.
2. Research TASK 2 format ideas.
Dramatic skill—research, reading, writing, interviewing, editing—to create public goods useful to historians, scholars, students, writers, and the general public. Your project work will require you to combine various kinds of research into a coherent argument or narrative. Involving the collaborative creation of new knowledge, the projects will be an essential part of your development as a historian and a scholar. Although the projects are varied in their purposes, themes, and products, all of them involve working closely with a team of students, faculty, and professionals. The projects will be led by teams of student researchers, and many involve外部 partners and stakeholders. Your participation in all of these projects will help you develop the skills and knowledge you will need to succeed in future work.
PMIF Program of Everyday Life Project has two additional required books available on the UC
Center will receive an introduction packet of materials in the first weeks of the term and Julie
In addition to the seminar readings, each project will have some readings of its own. All project
Skills and Caring Office, 232C, will help
Other reading assignments include desert marches and preprocessed materials that will sell
A. Nelson and Donna Ramji, My Place
C. Dorothy Hayden, The Power of Place
D. Penny Beatty and Nancy Kent, Building America
E. Jean Ackerman, Time and Place Hook

The seminar readings average 50-75 pages a week. They are meant as brief but significant steps

Readings

Level of credit hours:

My expectation is that you will be working on projects for 5-9 hours a week, depending on your
You may take LC 312 for either three or four credits, and my expectation is that you will contact
Credit Hours and Work Expectations

Credits will occasionally be asked to report back on their work.
Because we have more assigned readings for the seminar readings, and the
like those of community-based cultural work and discuss the progress and
The Weekly Seminar

As part of this syllabus,
You do not need to have a car or van, but to take the course. The projects are described in the
The larger community: Nearly all the projects will require you to travel off-campus sites, but
where: building bridges between the university and the public

Jane Aldridge, "Young Farmers Are Full-Time 3-7".
What boundary crossing, social change, and personal transformation training

By the end of this week, your project should have finished its orientation and
Harry Boyce and Nancy Kain, "Building America 1-32, 7-9, 112, 147"
Wh/why the choice of public life

Introductory readings packets for project teams

How Community Projects are a Way of Learning

By the end of this week, you should be thinking committed to a project team
Nedra White and Donna Rowland, "My Place"
Community, culture-making and place: a model

Introduction

weekly seminar

grading

and assessing your project work at the end of the term
much as you like, of course—and to continue the journal with a 6-8 page "think piece" each week and submit your journal entries to me. You will be required to complete

Syb 1: 27
How community projects are a way of learning

By the end of this week, you should be thinking committed to a project team

Nedra White and Donna Rowland, "My Place"
Community, culture-making and place: a model

Introduction
Faculty Supervisor: Joyce White, Project Coordinator: Carol Mull

Projects

Project Forum
Dec 13

Webinar: West Philadelphia Landscape Project (www.wphl.org)

Project: Community-based Teaching with Younger Students
Nov 29

Guest Speaker: Tamra Change, Reporter, Philadelphia Radio

Project: Writing with and for the Public
Nov 15

By now your project lesson should be planning or working on your final term.

Project: Community History and Research
Nov 8

Guest Speaker: Liz Lerman, Artistic Director, Lerman Dance Exchange

How the Politics of Collaboration Works in Progress
Nov 1

Dorcas Hayden, The Power of Place, 14-43

Address, Thursday, June 24, 7:00-10:04

Where: The Center for Urban and Community Life

David Abbot, "Punishing the Academy in its Place" University of Pennsylvania (www.upenn.edu/news/wphl/index.html)

"Whipped: The Declination on Renewing the Civic Mission of the American Research"
In the role of poet in everyday community life, a writing and art curriculum workshop with 7 students on the theme of poetry everyday life (8 students). This project combines research into the role of poetry in everyday community life with a writing and art curriculum workshop with 7 students on the theme of poetry everyday life (8 students). This project combines research into the role of poetry in everyday community life with a writing and art curriculum workshop with 7 students on the theme of poetry everyday life (8 students).

Faculty Supervisor: David Scober; Project Coordinator: Michelle Craig

By working with students to analyze and critique the history of the neighborhood and the history and changing of Southwester Detroit, the city's most ethnically diverse area, this group will...
expected 3 credits worth of work from each of you. A total of 3 credit hours accrue, 2.5 to 3 hours.

Even though this course has no assessed readings or essays, it remains a 3-credit course. We
expect each of you to a peer evaluation of other classmates' work and we will also ask
4 of the presentations prepared for the special feature. The research notebooks will also be part
of the presentations prepared for the special feature. The research notebooks will also be part
of the presentations prepared for the special feature. The research notebooks will also be part
of the presentations prepared for the special feature.

The research notebook will include copies of: preparing a weekly work report,
preparing your written report, your presentation in class and to the agency, and your team's
preparation. Your grade in the course will be determined in consultation with the agency and will be
graded on "A" level.

The students will participate in the design and execution of a specific research project.

The students will participate in the design and execution of a specific research project.

This Local Government and Community Organizations' role would allow them to draw upon the expertise
local Government and Community Organizations. The role would allow them to draw upon the expertise
local Government and Community Organizations. The role would allow them to draw upon the expertise
local Government and Community Organizations. The role would allow them to draw upon the expertise
local Government and Community Organizations. The role would allow them to draw upon the expertise
local Government and Community Organizations.

Model Undergraduate Community-Based Action Research

Faculty Supervisor: David Sopher
Faculty Coordinator: Elisa Callery

The course is designed to build a collaborative class where students can work on a project that combines local history with environmental education. Students will complete a
concrete education to teach and complete a 4-week pilot curriculum, and at the end of the curriculum, students will design and conduct a
bipartisan dialogue with local educators and local students.

Environmental Advocates (4 students): This group will work with local educators and conduct
bipartisan dialogue with local educators and local students.
2. Profile of Tourism and Potential Tourism in the Lahaina Valley

The Lahaina Valley Convention & Visitors Bureau—Many Any Bungen

Awareness of the economic impact of a fresh food market on the community

The purpose of this study is to determine the need for a fresh food market in the community. A second concern is to help determine the need for new fresh food outlets. This survey would address the deficit of fresh produce at most local grocery stores. The key question is a survey of consumer eating and shopping habits.

The reason is to support an initiative to establish a fresh food market on the South Side of Bingham. One key question is a survey of consumer eating and shopping habits.

Community Action Development Cooperation of Bingham—Expero Cusman

Research Projects Identified by Development Agencies

Date of submission of final report to Agency

4/30-5/7

Final Report Due

3/5

Date of examination of agency

4/26-30

Date of examination of agency

3/31

Date of examination of agency

3/29-31

Date of examination of agency

2/17-19

Date of examination of agency

2/22

Assignment of team to prepare

1/18

Assignment of team to prepare

1/15

Assignment of team to prepare

1/13

Assignment of team to prepare

1/10

Assignment of team to prepare

1/7

Assignment of team to prepare

1/4

Assignment of team to prepare

1/1

Assignment of team to prepare

1/1
The study team would use existing methodologies to survey and interview donors and potential donors. The purpose of this research is to assist the foundation in strengthening donor and potential donor relationships. The study team would work closely with the foundation to develop a database of donors and potential donors, and the findings would be made available to the foundation.

6. The Value of the Local Environmental Environment

5. A Structured Approach to Philanthropy

4. Transportation Barriers to Successful Welfare-to-Work Transitions

3. The Impact of Tax-Exempt Properties on Lehigh Valley Crime

2. The Preparation of the Lehigh Valley's Competition for Philanthropy

1. Strategic Planning Committee

- Strengthen Planning Committees
- Develop a database of donors and potential donors
- Use existing methodologies to survey and interview donors
- Assist the foundation in strengthening donor and potential donor relationships.

- Transportation Barriers to Successful Welfare-to-Work Transitions
- Identify key areas in which resources could be directed to new services developed to enhance the public transportation system.

- Council of Hispanic Organizations—Large Pools

- Council of Hispanic Organizations—Large Pools

- Council of Hispanic Organizations—Large Pools
The final report should cover the following topics, discussed in more detail below:

1. Executive Summary
2. Introduction/Problem Statement
3. Methodology
4. Findings & Analysis
5. Conclusions & Recommendations
6. References

REQUISITED TOPICS IN FINAL REPORT

- Depth analysis and collection of data on the company. They have detailed information of the event, costs, but would like more in-depth analysis. They would like a projection of the company and provide work estimates for people on the winding road. They would be happy to work with the County and provide a detailed plan for operating a business and service program. Significant volumes of produce and building materials and large furnishings and appliances are discussed.

7. Lythf County House and Recreation Center

Lythf County House: A way of living. Lythf County House was developed as a business plan for operating a business and service program. Significant volumes of produce and building materials were discussed. A way of living.

Lythf Valley: Stronghold of the Valley. The idea of the Valley was to provide a business plan for operating a business and service program. Significant volumes of produce and building materials were discussed. A way of living.
Implementing the Information effectively

1. Add important information strategically, let out.
2. Drop superfluous information.
3. Correct weaknesses in organization and coherence.

Here are your tips:

1. Focus on your report. You will put in too much or too little information. Do not summarize.
2. After you have finished reading your report, write a report draft without looking back at your report. Consider the main points of the summary listed in step 1, do not merely copy key sentences.
3. Read your report with the purpose of summarizing in mind. Look specifically for these parts:
   - Write the title.
   - Is it interesting to a wide audience.
   - Add no new information but simply summarize the report.
   - Provide logical connections between material included.
   - Follow the structure of the report.
   - Use an introduction-body-conclusion structure in which the parts of the report discussed are as follows:
     - Sound alone
     - Use of more well-developed paragraphs, which are unified, coherent, concise, and able to

An effective executive summary:

[300 words. You need to do this for the first section that report
paragraph a coherent description of your main findings and how you arrived at them. Show how you
show the main section of the report. After reading in the summary, you should be able to give a complete summary of the key
supporting points for those conclusions. Think of the executive summary as a complete multi-view.
paragraph. You need to address your methods and your main findings and conclusions and essential
questions you addressed. You should be able to communicate the major contributions of your work.
report sand show (and include the title and your name). It is not an introduction (e.g., not this report
the research. The executive summary should be able to buy the conclusion in a report. In order to make your
Executive Summary

The Executive Summary

[This best in the final report. Please include an Executive Summary of your Project]
work. Support all points by carefully selected data, acknowledge sources. Any lack of
port for your main conclusion. Here is the key area where you establish the credibility of your
impression of those findings for your clear organization. Describe in detail each point of sup-
Decide and present in depth your findings, your analysis of those findings and why decisions the

A. Findings & Analysis

steps you took if the reader wanted to repeat your study.

How will you be using this information, specifically? If you are collecting your own data, how
Where specifically do they compare? How were they collected/organized? What is their scope?
Describe in detail your research methodology. What information/data sources are you using

A. Methodology

You should also here discuss any terms that may be unfamiliar to a general reader.

the different areas of the primary research stage when you finished doing in your project.
do it. What are the major questions and how (methodology) did they

What have those who looked into these areas already discovered? What other clues of age-
could have been other studies, research papers, data, etc. that have addressed similar issues.
said, and how they did it. So you are not starting from scratch or re-creating the whole. You
The idea here is to spend some significant time finding out what others know and questions that we

III. Background Research

Generally and specifically

where your concern. Share the "what and why" as specifically and concisely as you can, rather than
you can, rather than

Introduce your personal and unique perspective, the "what and why" of your problem, where
in that place. Do not assume the reader knows about the problems or that the read-
other models or theories you are using (or other readers) is interested in the
better be either use of your research done previously. What is known, and what is unknown. In
whether your study is not specifically done the clear organization. What is the clear organization, and what,
What is the general problem that your project involves? What is the clear organization, and what,

II. Introduction of Problem Statement

other goals. It also applies to the main body of the report.

(4) Type your citation and carefully proofread the typed copy. Reading aloud may help catch:

* Errata in grammar and mechanics.
*质量管理、唯物史观、
Model Syllabus: Journal/Reflection Focused

III. Reference


eas you complete assignments in this course, you are expected to include a reflective summary of your thinking and analysis of your work. This summary should be included in your final product. Your work will be graded based on your ability to reflect on your learning experience and the impact of your work on others.

VI. Course Requirements

[...]

The final product should be a comprehensive reflection of your learning experience in this course. Include a summary of your thinking, analysis of your work, and reflection on the impact of your work on others. This reflection should be detailed and well-written, fully explaining your thoughts and how they relate to the course content.
Informal writing assignment. I have included some out-of-class writing exercises for your convenience.

The discussion will be based on your text, reading, and your instructor's feedback. According to feedback, you will be discussing your text and your instructor's ideas to address a text or case. You will be required to produce an essay that will be assigned to you. The essay will be the first essay (out-of-class), and the second essay (in-class) will be the second essay. You will be required to produce an essay that will be assigned to you. The essay will be the first essay (out-of-class), and the second essay (in-class) will be the second essay.

Assignments:

Hand in:
- A college dictionary is also recommended.
- Copies of your work are needed for class and group discussions.
- White bond loose-leaf paper
- A pocket folder (for writing in journal and portfolio work)

Other Required Materials
I have received the instructions and guidelines of the course, and I understand them. I will be attending all classes and completing all assignments as required. I will participate actively in discussions and debates. You cannot receive a passing grade in this course unless you attend all classes and participate in discussions. You cannot receive a passing grade if you miss any classes or discussions. You cannot receive a passing grade if you do not attend all classes or discussions.

Course Policies:

1. Late or missing assignments will not be accepted.
2. All assignments must be submitted on time.
3. Late submissions will result in a mark reduction.
4. Late submission of assignments will result in a mark reduction of 10% per day.
5. Late submission of assignments will result in a mark reduction of 50% for assignments submitted more than 24 hours late.
6. Late submission of assignments will result in a mark reduction of 100% for assignments submitted more than 48 hours late.
7. Late submission of assignments will result in a mark reduction of 150% for assignments submitted more than 72 hours late.
8. Late submission of assignments will result in a mark reduction of 200% for assignments submitted more than 96 hours late.
9. Late submission of assignments will result in a mark reduction of 250% for assignments submitted more than 120 hours late.
10. Late submission of assignments will result in a mark reduction of 300% for assignments submitted more than 144 hours late.
11. Late submission of assignments will result in a mark reduction of 350% for assignments submitted more than 168 hours late.
12. Late submission of assignments will result in a mark reduction of 400% for assignments submitted more than 192 hours late.
13. Late submission of assignments will result in a mark reduction of 450% for assignments submitted more than 216 hours late.
14. Late submission of assignments will result in a mark reduction of 500% for assignments submitted more than 240 hours late.
15. Late submission of assignments will result in a mark reduction of 550% for assignments submitted more than 264 hours late.
16. Late submission of assignments will result in a mark reduction of 600% for assignments submitted more than 288 hours late.
17. Late submission of assignments will result in a mark reduction of 650% for assignments submitted more than 312 hours late.
18. Late submission of assignments will result in a mark reduction of 700% for assignments submitted more than 336 hours late.
19. Late submission of assignments will result in a mark reduction of 750% for assignments submitted more than 360 hours late.
20. Late submission of assignments will result in a mark reduction of 800% for assignments submitted more than 384 hours late.
21. Late submission of assignments will result in a mark reduction of 850% for assignments submitted more than 408 hours late.
22. Late submission of assignments will result in a mark reduction of 900% for assignments submitted more than 432 hours late.
23. Late submission of assignments will result in a mark reduction of 950% for assignments submitted more than 456 hours late.
24. Late submission of assignments will result in a mark reduction of 1000% for assignments submitted more than 480 hours late.

I understand that all assignments must be submitted on time and that late submissions will result in a mark reduction of 100%. I will be attending all classes and completing all assignments as required. I will participate actively in discussions and debates. You cannot receive a passing grade in this course unless you attend all classes and participate in discussions. You cannot receive a passing grade if you miss any classes or discussions. You cannot receive a passing grade if you do not attend all classes or discussions.
something else.

119-121 in the Students Guide. If you have any questions about whether you have plagiarized
code and a discussion of plagiarism and the relationships between writing and research, see pp.
academic integrity. Submit these to the Office of the Dean of Students. For a synopsis of the
Academic Integrity and Plagiarism. All students are responsible for upholding the Code of

To receive some points,
must agree to a 100% decrease in your assignments. Even a poorly written assignment will
receive 100 points for a D, 600 points. Remember that if you don't turn in an assignment, I
receive 0 points for a D. 700 points and for a D, 600 points. Remember that if you don't turn in an assignment, I

To receive any in this course, you must accumulate at least 900 points. For a D, 800 points.

<table>
<thead>
<tr>
<th>Total points allowed</th>
<th>1000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal Writing</td>
<td>100</td>
</tr>
<tr>
<td>Final exam (due Oct 10)</td>
<td>100</td>
</tr>
<tr>
<td>Midterm exam (Oct 6)</td>
<td>100</td>
</tr>
<tr>
<td>Final version (due Nov 19)</td>
<td>250</td>
</tr>
<tr>
<td>First draft (due Oct 10)</td>
<td>250</td>
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<tr>
<td>Reflective Analysis Essay: Inquiry Portfolio</td>
<td>250</td>
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<tr>
<td>Final version (due Oct 29)</td>
<td>250</td>
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<tr>
<td>First draft (due Oct 22)</td>
<td>250</td>
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<tr>
<td>Persuasive Essay: Creating an Argument</td>
<td>200</td>
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<tr>
<td>Final version (due Sep 29)</td>
<td>200</td>
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<tr>
<td>First draft (due Sep 20)</td>
<td>200</td>
</tr>
<tr>
<td>What is Inquiry? Research and Writing: Persuasive Work</td>
<td>200</td>
</tr>
<tr>
<td>Diagnostic Essay (due Sept 7)</td>
<td>150</td>
</tr>
<tr>
<td>Assignments (due Oct 1)</td>
<td>150</td>
</tr>
</tbody>
</table>

no point values must be completed in order for you to receive full credit for the course.
The following table lists all assignments and their point values. Required assignments which carry
seasons and grade appeals.

the grading chart on pp. 121-122. For information on incompletes, see pp. 69-69 and
and departmental standards. See Chapter 5 (Interpreting Write Commitments and Grades) on
Rhetorical Analyze Essay

WEEK 1
M 8/25
Introduction, course overview, and brainstorming for diagnostic essay

Class Schedule

By at least one letter grade

1. Read SC 249-251 ("The Rhetorical Analyze Essay")

For Class:
P 8/27

Pronounced: Her

In Class: Discuss Essay due, Discuss Rhetoric and service-learning class

2. Write diagnostic essay

4. Read 1/2-3 ("Introduction, Rhetoric, Planning")

3. Read SC 2-18 ("Advice from the Experts") 233-248 ("Introduction")

2. Get in small groups

1. Buy class books and materials

For Class:
W 8/25

W 8/25 Introductions, course overview, and brainstorming for diagnostic essay

Rhetorical Analyze Essay Unit

PSM = Read 5/29 Manual

DB = The Diagnostic Book

SC = A Student Guide

Writing Exams: I strongly encourage you to work with a writing tutor at one of the writing centers

From using personal attacks or insults in class or online discussions.

By at least one letter grade

By at least one letter grade

By at least one letter grade

By at least one letter grade

By at least one letter grade
W 9/8

M 9/16 Labor Day Holiday: Classes canceled.

WEEK 3

Class: Write a short essay: "The Sonoran Prune". Discuss the importance of water conservation in the Sonoran Desert. Why is water so crucial to the life of the Sonoran Desert? How does water affect the local flora and fauna? How do humans rely on water sources in the Sonoran Desert? (Due SC 328 for 10 pts)

3. Select 2-3 possible titles to write for the final paper.

2. Read SC 247 ("Finding Questions and Final Thoughts")

1. SWH: Complete service-learning site as instructed by your assignment sheet.

For Classes:

p 9/3

WHILE

In Class: Complete an analysis of "Down on their luck", and "The Sonoran Prune"

1. Actively read and interactively analyze "Down on their luck", (LB 94-102).

2. Select and complete your service-learning site.

1. SWH: Respond to your group email positions from Monday, if you haven’t done so yet.

For Class:

W 9/14

WHILE

In Class: Discuss influential mentors and apply to close reading of "The Sonoran Prune"

1. Read UB 94:102 ("Down on their luck", 611-625 ("The Sonoran Prune, Alda")

For Class:

W 8/30

WEEK 2

Class: Write daily summative for extra credit.

Learn about the history of the Sonoran Desert. Discuss the importance of water conservation. Organize your group and discuss how water affects the local flora and fauna. How do humans rely on water sources in the Sonoran Desert? (Due SC 328 for 10 pts)

3. SWH: Write a self-introduction/feedback on the class experience.

2. Read UB 90-99 ("Icaguit") and 235-239 ("Earth Insects: Mars and Mercury")
1. In Class: Discuss BRIDGES for Internet and Digital Literacy and Create Bridging Nutritious Apps


For Class:

W 9/17:

In Class: Discuss how to support claims and integrate quotes within the paragraphs.

2. Read PSM 9-10, "Chime: A source avoiding plagiarism.

Post your writing to your group.

are or interesting: choose one more pertinent to your current interest or situation.

recently at the discussion on activity you find that if this topic doesn't seem appropriate.

1. SWG: Why a means to the superstructure of your service-learning site in regards to a

W 9/13:

WEEK 4

In Class: Group discussion of essay topics (SWG) and outlines (SWG)

2. SWR: Write two different introductions for your technical and/or essay (ie. By

1. Read SC 31-36, "Writing: Revising Your Essay"

For Class:

P 9/10:

In Class: Discuss organizational patterns for the introductions and/or essay SW.

3. Place one digital office hours this week to discuss plans for your essay

thesis.

2. Read SC 19-31, "Writing: Revising Your Essay" (in your group)

Supporting a

message to your current group on how to assess the results of the visit and/or site.

1. SWG: Visit your service-learning site if your haven't already and post a report.
WEEK 7

FOR CLASS: 1/10/4

In Class: Introduce and discuss the rubric and presentative essay assignment.
(C Read SC 29-31 & "The Presentative Essay") 37-38 ("Joining the Conversation")

FOR CLASS: 1/10/1

Prescriptive Essay Unit Schedule

of your essay and within process. (}(Page B. Learning style and orientation survey)

In Class: Analyze, analyze essay and portfolio due. In-class written self-evaluation
portfolio in class.

I. Prepare a final draft of your presentative analysis essay and bring this along with your

FOR CLASS: 1/12/9

Week 6

FOR CLASS: 1/13/5

Essays, and/or peer review and evaluation.

In Class: Finding draft of your essay due (SW 13). Grammar workshop, editing of

copy of the revised essay (an editing draft to class).

2. SW 13: Review your essay for comments recorded in your workshop and bring one.

2. Read "Guidelines for Reviewing your Essay after Peer Review" (class handout).

1. SW 13: Post a one-paragraph message to your email group discussing the guidelines.

FOR CLASS: 1/17/9

WEEK 8

FOR CLASS: 1/19/5

Caught in class canceled to accommodate writing conference.

FOR CLASS: 1/22/5 1: Complete peer reviews for conferences.

W 1/22 & F 1/24

In Class: Discuss workshop procedures, form groups, and exchange papers.

In class: Analyze essay. Bring your copies for your classmates and one copy for me.

2. SW 10: Write a complete draft or your beginning middle and end of your paper.

1. Read "Guidelines for Writing a Draft for Peer Review" (class handout).
IMPLEMENTATION

In Class: Discuss the use of tone, diction, and evidence to appeal to an audience.

Work to date for your persuasive essay and the conclusions you see to your service-learning.

SW 18: Write a one-paragraph report on the research you have done.

1. Read UB 259-275 ("Experiencing "Plato" in Art and "Heroes")

For Class:

P 1/15

In Class: Learning Styles Survey, Service-Learning and persuasive essay discussion.

For Class: SW 17: Write a self-evaluation of your mid-term preparation and writing.

W 1/13

In Class: In-class Mid-term Essay.

For Class: Prepare for the midterm.

M 1/11

WEEK 8

In Class: Discuss writing and the essay draft.

H) Complete "Midterm Service-Learning Evaluation Survey" (class handout)

2. Read SC 59-66 ("Tips for Writing the Midterm")

For Class:

P 1/8

Assignment:

Research (secondary/primary sources) for your persuasive essay.

In Class: Discuss "Preparing Sources" and the use of personal experience (primary research).

2. SW 16: Complete "Researching the Reader for Your Paper" (class handout)

For Class:

W 1/6

Please arrive on time. SW 15 due.

Class: Library Research. Meet in the lobby of the main library (by the elevators).

2. SW 15: Complete "Choosing a Topic" for your persuasive essay (class handout).

Choose one more pertinent to your current interests or situation.

Learning work you've done if this topic doesn't seem appropriate or interesting.

1. SW 14: Write a letter to your friends or family back home describing the service-learning work you're doing. If this topic doesn't seem appropriate or interesting.
For Class: SW27 - Week 11

W 11/3

Essay and Writing Workshop.

In Class: Persuasive Essay and Portfolio Due. In-class Writing self-evaluation of your portfolio to class.

For Class: Prepare a final draft of your persuasive essay and bring the class next week.

WEEK 11

M 11/1

For Class: SW27 - Week 10

M 10/27 & W 10/29

In Class: Essay Cancelled to accommodate Writing Conferences.

For Class: SW22 - Complete Peer Reviews for conferences.

WEEK 10

M 10/25 & W 10/27

In Class: Review Workshop procedures, form groups, and exchange papers.

For Class: SW22: I will complete rough draft of your persuasive essay. Bring your essay draft to class.

W 10/27

Class Reading Library Assignment

In Class: Discuss in search of truth and grading criteria for the persuasive essay.

2. Read SC 332-422 (in search of truth), understanding the issue as you do.

Read SC 332-432 (in search of truth) - Examine your research topic. Try to persuade your audience to see and change—Reforming your research topic. Write two short persuasive essays—one each for democratic and collective-sy

For Class: SW17 - Week 9

W 10/18

In Class: Essay: Discuss research to date in small groups. Exchange annotated bibliographies.

For Class: SW17 - Week 9

M 10/11

For Class: SW27 - Week 9

W 10/15

For Class: SW27 - Week 9

M 10/11
In Class: Class canceled to accommodate Writing conference.

Questions of concern you have about your essay and/or portfolio.

For Class: Prepare for your Writing conference with me by writing down specific

WEEK 12 11/12

success with me:

In Class: Peer rec cos rev of reflective essay drafts. Sign up for one-on-one contes.

Two copies to class: one for me and one for peer review.

You may only peer evaluate and grade from this draft. If you want (and have)

For Class: SW22: Write a rough draft of your Reflective Analytical Portfolio Preface

P 11/12

Portfolio Work

In Class: Discuss the resources/pederson in relation to service-learning and your

Inclining an emphasis of how much time was spent on each task.

1. SW22: Write a brief description of the work you completed in the community.

2. Of the text read in your portfolio.

For Class: SW22: Create a table of contents for your portfolio that includes a brief summary.

WEEK 10 11/10

In Class: Discuss "What is a text?" and apply to your section of portfolio texts.

suggestion: preview/prepare/summarize/think

need in one of your classes or else one by your own interest.

SW22: Read and then carefully analyze the brief of introduction in an anthology

For Class: SW22

WEEK 12 11/12

In Class: Discuss "Remember Myself with the author"

Web surveys may want to check out http://www.computermodeling.org

1. Read UP 6-6 (Introduction) and 287-294 (Remember Myself.)

For Class: P 11/15

Reflective Essay Link

WEEK 16 M 11/26

In class: Practicing writing timed final exam essay (SWC 1).

For class: Review SWC 39-70 (Tips for Writing theMidterm and Final Exam Essays).

P 11/3

W 11/1

In class: Class presentations in small groups of your final exam study guide essay outline.

Include different teaching styles, service-learning work, or peer experiences to make your final exam essay more engaging.

Prepare a five-minute speech explaining the essay you outlined in SWC 70.

2 SWC 70: Write a detailed outline for an essay you will write in response to your study guide question. Bring to class for feedback.

For class:

1. Read SWC 66-70.

W 11/2

WEEK 15 M 11/29

For class: Begin outline development to your assisted study guide question.

In class: Continue group work in preparation for final exam.


In class: Review midterm essay grading rubric and revise as necessary for the final (Sample Essay #1 and #3).

1. Read SWC 39-70: 401-402 (Sample Final Exam Essay Assignment).

For class:

W 11/24

WEEK 14 M 11/22

Evaluation survey and interactive summary.

In class: Select a paragraph from your inquiry portfolio and prepare to revise for the final. Prepare a final draft of your reflective analysis and bring this along with your final portfolio to class.

For class:
Syllabus Overview: Service-Learning Assignment

Academic Benefits
- Develop critical thinking skills
- Enhance your resume
- Gain practical work experience
- Professional networking
- Increase motivation to learn
- Deepen understanding of theoretical material
- Improve critical thinking skills
- Explore possible career options

Product for more than just the instructor / grade. Additional benefits include:
- Increased understanding of the theoretical concepts
- Application in real-world contexts
- Development of critical thinking skills
- Professional networking opportunities
- Personal growth

Assignments

1. Prepare a brief (5 minutes) speech for the class and/or other appropriate group.
2. Final Exam: 8004.0.m, 10:00 a.m.

Date: 1/21/00

Final Exam: 8:00 a.m. - 10:00 a.m.

Problems with Conflict? Please bring them to the next class.
Encourage you to begin your search immediately and see if you have any problems or need volunteer assistance. Finding a suitable Service-Learning placement can be a challenge, so I guide you (search the database) and the Tucson Volunteer Center (http://members.aol.com/oldmain.html) to the Compositional Programs Service-Learning database (http://www.arizona.edu/). Each of you will be asked to volunteer about 2-4 hours at the non-profit agency of your choice.

- English support and tutoring children and others in your community
- Make a difference in your community
- Be a role model
- Personal Benefits