University Service-Learning
Arizona State University - Mary Lou Fulton Teachers College

Course Syllabus – USL 216 Service-Learning for Educators

For illustrative purposes – actual syllabus may vary

COURSE DESCRIPTION:
This is a graded internship that allows students to integrate coursework with a hands-on service-learning experience.

The central objective of this course is to examine the effects of social justice issues on student achievement. Internships working with high needs children will be utilized to promote critical reflection to analyze community needs, the importance of civic engagement, and community issues affecting ethnic minorities and marginalized populations in contemporary American society particularly how it applies to our education system. **Students dedicate a minimum of 70 hours** at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, etc.) directly serving high needs youth. A weekly seminar, course readings, discussions, and reflection assignments facilitate critical thinking and a deeper understanding of cultural diversity, citizenship, how to contribute to positive social change in our community, and how to utilize these practices in the teaching profession to better serve all children. The course is also designed to provide “real-world” experiences that exercise academic skills and knowledge applicable to each student’s program of study and career exploration working with children, youth and families.

STUDENT LEARNING OBJECTIVES:
Student will be introduced to essential skills associated with their baccalaureate studies to actively serve children in the local community. While completing this in-depth study of cultural diversity, citizenship and social justice issues facing our community, students will gain an understanding of the value of Social Embeddedness and the importance of incorporating civic engagement into their pedagogy, as they strive to become civically engaged classroom teachers. Students will be introduced to community issues and their effects on student achievement such as poverty, discrimination, inequalities in schools and health care, and other community issues facing ethnic minorities and marginalized populations. Students will better understand the needs of future students of all diverse backgrounds and adjust instruction to best suit their needs. Students will also learn how implement service learning as an instructional methodology.

INTERNERSHIP RESPONSIBILITIES:

- **Service hours** – 70 hours of community outreach (spread throughout the semester in which you are enrolled in the course) serving a population in need with a pre-approved site partner (Title I school, nonprofit or community organization, or government entity). You must arrange your internship site placement, submit the online Internship Selection Form, and begin your service hours no later than 2.5 weeks after start of semester (1.5 weeks in summer).

- **My USL Assignments** - You will complete all logistical tasks that pertain to your service on the Service-Learning Website (My USL) including matching to your Service Organization, submitting the following:
  - Internship Selection Form (ISF)
  - Daily timecards
  - Service goals

- **Weekly Seminar Class** – Students are expected to attend class every week

- **Academic Reflection Assignments**
  - Pre & Post Service Reflections
  - Critical Reflections – Assignments related to class readings, seminars and service

- **Service-Learning Portfolio & Worksheets** – Teaching you how to using Service-Learning as a instructional methodology

- **SL Portfolio Presentation & Final Reflection Presentation**

GRADING SYSTEM: Grading is based upon the total number of points earned for the semester.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>D-</th>
<th>E</th>
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<tbody>
<tr>
<td>98%-100%</td>
<td>A+</td>
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<td>90%-92%</td>
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COURSE FORMAT: Lecture with Service Internship

GENERAL STUDIES: Cultural Diversity in the United States (C) & Literacy (L)
LISTSERV: All students enrolled in USL courses will be automatically added to the USL Student Listserv, in which you will receive periodic announcements about related items such as community events, scholarships, jobs, and other service-based opportunities. You may unsubscribe at any time at https://communityengagement.education.asu.edu/usl-listserv.

REQUIRED COURSE READINGS & OTHER SOURCES:

Rothstein, R. (2004). The achievement gap: Closing the gaps requires more than just improving schools. 


RECOMMENDED READINGS: Additional readings listed on Blackboard


CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Details</th>
<th>Assignments</th>
<th>Due – Sundays @ 11:59 pm</th>
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<tbody>
<tr>
<td>1</td>
<td>First class – Syllabus &amp; Service</td>
<td>Find your Service Placement</td>
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<td>2</td>
<td>Critical Reflection</td>
<td>My USL: ISF Pre-Service Reflection</td>
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<td>3</td>
<td>What is Service Learning? What is Social Justice?</td>
<td>Critical Reflection #1 &amp; Quiz - Guardians of Democracy</td>
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<td>4</td>
<td>Civic Engagement, Citizenship &amp; Human Rights</td>
<td>My USL: Service Goals</td>
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<td>5</td>
<td>Social Identities, Stereotyping: Defining Race, Culture &amp; Ethnicity</td>
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<td>6</td>
<td>Using SL as a Teaching Methodology Intro &amp; Developing SL Academic Component</td>
<td>SL Portfolio Worksheet 1</td>
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<td>7</td>
<td>Nonprofits &amp; Funding: Service Projects Development</td>
<td>SL Portfolio Worksheet 2</td>
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<td>8</td>
<td>SL as a Teaching Methodology - Reflections</td>
<td>SL Portfolio Worksheet 3</td>
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<td>9</td>
<td>Effects of Discrimination on student achievement</td>
<td>Critical Reflection #2 &amp; Quiz – Inclusion &amp; SJ for GLBT students</td>
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<td>10</td>
<td>How does Poverty affect student achievement?</td>
<td>Critical Reflection #3 &amp; Quiz– Frontline: Poor Kids</td>
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<td>11</td>
<td>Inequalities in Schools</td>
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<td>12</td>
<td>SL Portfolio Presentation</td>
<td>SL Portfolio Final</td>
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<td>13</td>
<td>How does inadequate health care affect children in schools?</td>
<td>Critical Reflection #4 &amp; Quiz – School-Based Health Care articles</td>
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<td>14</td>
<td>How does immigration affect children in schools?</td>
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<td>15</td>
<td>Charity vs. Justice – Impacting Realistic Social Change</td>
<td>Post-service Reflection</td>
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<tr>
<td>Final</td>
<td>Final Group Presentation</td>
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All assignments are due on Sunday following the week the assignment is listed at 11:59 PM.
* The University’s scheduled final time is reserved and may be used for presentations*

* Service hours must be completed AND approved by your supervisor by the last day of classes or another date during finals week as specified by your instructor to count towards your grade.

GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Service Hours: Timecards must be approved by supervisor to receive credit</th>
<th>Points Possible</th>
<th>Approx % of Final grade</th>
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<tbody>
<tr>
<td>Completion of 70 hours = 100 points</td>
<td>100</td>
<td>18.6%</td>
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<td>65-69 hours = 90 points</td>
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<td>60-64 hours = 80 points</td>
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<td>55-59 hours = 70 points</td>
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<td>50-55 hours = 60 points</td>
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<td>Less than 49 hours = 0 points</td>
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My USL Assignments:
- Timecard Submission - 1 point per week for 14 weeks
- Internship Selection Form (ISF) – 6 points
- Service Goals – 15 points

Weekly Seminar:
- Class Participation - 5 points x 15 times per semester

Academic Reflection Assignments:
- Pre-Service Reflection – 25 points
- Critical Reflections: 20 points each (4) = 80
  - Critical Reflection Quizzes – 5 points each (4) = 20
- Post-Service Reflection - 60 points

Class Presentations:
- SL Portfolio Presentation – 20 points
- Presentation – 40 points

Service-Learning Portfolio:
- SL Worksheets 10-12 points each (3) = 34 Points
- SL Portfolio – 50 points

Total Points Possible = 539

The University offers course credit for the class seminar & academic coursework, not for the service. Because the service is a crucial basis for the seminar and coursework, the service is mandatory.
- Completion of 70 service-hours is necessary to receive maximum Participation Points.
- Completion of fewer than 42 service-hours will result in automatic failure of the course.

Note: A minimum of 60% of your service must be dedicated to completing direct service activities (see chart in the Student Handbook). Indirect service activities that exceed 40% of your total service hours will not be counted.

POLICIES:

**Grading Policies**
- Late assignments will lose 10% for each day and will not be accepted more than 5 days late
- Quizzes may not be submitted late. After the due date, quizzes will no longer be available in BB
- Due to the General Studies Literacy Requirements, for every 3rd academic assignment (Academic Reflection Assignments, Class Presentations, and SL Portfolio) not submitted, your final grade will be dropped a letter grade.
- All assignments must be submitted through Blackboard, in a MS WORD file (12 Font, Times New Roman, default margins) Assignments not submitted in this format will not be accepted!
  - Assignment MS Word file should be saved as student’s Last Name, First Name, Assignment Name (Doe John – SL2)
- ISF, Service Goals & Timecards will be submitted in My USL

**Writing Expectations**
- All assignments must be original work completed this semester for this class.
• Practice collegiate level writing - thoughtful structure, proper grammar/punctuation & edit for content and errors
• Directly address each prompt question in any assignment
• Reflections must be complete! You will be marked down if responses leave grader asking “how so” or “why”

**Attendance Policies**

• The seminars are a vital piece of your reflection and learning, Attendance is expected and required!
• *For every 3rd absence from class your FINAL grade will drop one letter grade*
  1. Process to have an absence excused: To submit an absence to be considered excused by your instructor, you must:
     1. EXTENUATING CIRCUMSTANCE FORM can be found on BB in the Forms Folder
     2. Complete form & submit via email to your instructor prior to an absence or within 3 days of an emergency absence.
     3. Documentation for the absence must be provided within 1 week of the absence.
  o Requests that are not submitted in this form CANNOT be considered for excused absence status.
• Tardiness to seminars will result in lost participation points for that day

**Expectations for Class Seminars**

• Each student is expected to sign in prior to class starting. Once class begins, anyone who signs in after will be marked late and deducted class points.
• Everyone is expected to participate in class discussions
• Cell phone usage during class will not be permitted
• Laptop usage is permitted during class for taking notes ONLY. During class discussions, close your laptops.

**Blackboard (BB)**

• Students are expected to check BB regularly for announcements.
• Folders on BB are as follows:
  o Course Information – Syllabus, Student Handbook, Site Placement Documents, Forms Folder, Instructions on how to submit assignments
  o Assignments – All assignments in chronological order by due date
  o My Grades – Monitor your progress
  o Staff Information – Info for your instructor, the Placement Coordinator, USL Director, etc.

**Service Hours**

• Service hours must be performed at a site that has been pre-approved by University Service-Learning.
• Service hours completed prior to the start of or after the end of the semester do NOT count towards the service hour requirement.
• You must register on My USL (Service-Learning Website) http://servicelearning.asu.edu to submit all service paperwork related to your service hours
• ISFs are due by the end of the 2nd week of the semester.
  o If you fail to submit an Internship Selection Form (ISF) and start your internship before the deadline, you must submit an ISF Extension Form.
  o If you submit an ISF Extension Form, you will have FIVE Business days to submit the ISF and start service hours or you will NOT be permitted to continue in the course. NO EXCEPTIONS!
• One Time Card must be submitted each service shift once you begin your service.
  o Time Cards are due each week on Sunday by 11:59 pm
  o For weeks you do not complete service, submit a Timecard reporting 0 hours
• Any indirect service hours exceeding 40% of your total service hours will not count towards your overall total of required service hours.
  o Example: You submit: 35 direct hours + 35 indirect hours
    You earn: 35 direct hours + 28 indirect hours = 63 hours counted towards final grade
• Complete instructions for setting up your service placement are available on Blackboard in the USL Student Handbook (see Course Information on Blackboard).

If you would like help matching up with a Community Placement … call Laura Tan (See below for contact info.)

**ADDITIONAL CONTACT INFORMATION**
USL OFFICE is located on the Tempe Campus, Farmer Building, Room 316; Main Number: 480-727-6382

Deborah Ball  Laura E. Tan  Adelina Zottola
Director, University Service Learning  Community Placement Coordinator  My USL Coordinator
Deborah BALL@asu.edu  Laura.TAN@asu.edu  Adelina@asu.edu
480-965-8092  480-965-8261  480-965-8431

UNIVERSITY POLICIES:

- **Professional Behavior**
  It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU’s campus. If at any time your behavior is ‘unprofessional’, the instructor may refer the student to the Director of the Advising, Recruitment, and Retention Office (ARRO) in the student’s home department for the development of a Professional Improvement Plan (PIP).

- **Academic Integrity/Plagiarism**
  The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units.”

  For more information see [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).

- **Disability Accommodations for Students**
  Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC.

- **Religious Accommodations for Students**
  Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

- **Military Personnel Statement**
  A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see [http://www.asu.edu/aad/manuals/acd/acd125.html](http://www.asu.edu/aad/manuals/acd/acd125.html).

- **Harassment**
  ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. If you feel you are being harassed for these reasons, contact Student Life: Downtown campus: 522 N. Central Ave., Post Office Room 247, 480-496-4111
  Polytechnic campus: Administration Building suite 102, 480-727-1060
  Tempe campus: Student Services Building room 263, 480-965-6547
  West campus: UCB 301, 602-543-8152

- **Electronic Communication**
  Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct ([http://www.asu.edu/aad/manuals/usi/usi201-18.html](http://www.asu.edu/aad/manuals/usi/usi201-18.html)) and in the University’s Computer, Internet, and Electronic Communications Policy ([http://www.asu.edu/aad/manuals/acd/acd125.html](http://www.asu.edu/aad/manuals/acd/acd125.html)).

- **Grade Appeals**
  The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at [http://www.asu.edu/catalog/](http://www.asu.edu/catalog/).

- **Course/Instructor Evaluation**
  The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Watch for an e-mail with “ASU Course/Instructor Evaluation” in the subject heading. The e-mail will be sent to your official ASU e-mail address, so make sure this mail forwards to an account you check regularly. You can check this online by going to My ASU, choose Self Support and then E-mail Update (UPO). Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted.

  Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality.