USL 402 – Service-Learning: Education & Youth

Course Information:

Catalog Description

This course correlates academic coursework with required community service and provides reflection opportunities that examine community needs, the importance of civic engagement, and the effects of social injustices affecting ethnic minorities and marginalized populations in contemporary American society as applicable to education in Arizona and the United States. **Students dedicate 100 hours** at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, etc.) directly serving a population in need or supporting activities that contribute to the greater good of our community. 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. The course provides "real-world" experiences that exercise academic skills and knowledge applicable to each student's program of study and career goals.

Course Format

Lecture/discussion & Service Internship.

Required Course Texts, Materials and Resources

Required Text

- Black, Linda L. & Stone, David. (2005). Expanding the Definition of Privilege: The Concept of Social Privilege. *Journal of Multicultural Counseling and Development*, *33.* 243-255.
- Gandara, Patricia & Rumberger, Russell W. (2009). Immigration, Language, and Education: How Does Language Policy Strucure Opportunity? *Teachers College Record, 111,* (3). 750-782.
- Gorski, Paul. (2008). The Myth of the Culture of Poverty. *Educational Leadership. April,* 32-36.
- Ornstein, Allan. (2010). The Search For Equality. *American School Board Journal, May,* 30-32.
- Rehm, Diane. (Writer). (2014, July 8). White House Weighs Options on Surge in Unaccompanied Children at U.S.-Mexico Border [Radio broadcast episode]. S. Pinkard (Producer). The Diane Rehm Show. Washington D.C. National Public Radio
- The Statue of Liberty-Ellis Island Foundation, Inc. *The Peopling of America.* Retrieved from http://www.ellisisland.org/immexp/wseix_5_5.asp

Supplemental Text

- Kozol, J. (1991). Savage Inequalities*: Children in America's Schools.* 1992. New York, NY: HarperPerennial.
- Philipsen, M. I. (2003). Race, the college classroom, and service learning: A practitioner's tale. *Journal* of Negro Education, 72 (2), 230-240.
- Rogalsky, J. (2010). "Mythbusters":Dispelling the culture of poverty myth in the urban classroom. *Journal of Geography.108:4,198-209*
- Wharton, C. M., & Hampl, J. S. (2004). Beverage consumption and risk of obesity among Native Americans in Arizona. *Nutrition News, 62*(4), 153-159.

General Studies

- Cultural Diversity in the United States (C) & Literacy (L)

Required Materials

- My USL: University Service-Learning Online Database at http://servicelearing.asu.edu/my-usl. My USL is the online system in which students complete all logistical tasks that pertain to the service internship including matching to a service organization, and submitting the following:
  - Internship Selection Form (ISF)
  - Daily Timecards
  - Service Goals
- Details on service hours polices are found on page 6

Provided Materials

- ASU Blackboard (BB) Course Management Website at ***http://myasucourses.asu.edu*** All ASU students have FREE access to this web resource which should be checked regularly for announcement, class documents, and resources. BB folder organization for this class:
  - Course Information: Syllabus, Student Handbook, Site Placement Documents, Forms, Instructions on how to submit BB assignments, Class Presentations (instructor discretion)
  - Assignments: All assignments are listed in chronological order by due date. Each assignment contains the prompt, supporting materials and the grading rubric.
  - My Grades: Monitor your progress in the class
  - Staff Information: Contact information for your instructor, USL Placement Coordinator, USL Director, and My USL Coordinator.

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	PSA*
Gain an understanding of the value of Social Embeddedness and the importance of incorporating civic engagement into their future careers.	ASU Design Aspiration for Social Embeddedness – Critical Reflection Series and Presentations
Understand how experiences may be interpreted by people from diverse cultural perspectives and frames of reference	NCSST – Critical Reflection Series and Service Hours
Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies and nations.	NCSST – Critical Reflection Series
Guide learners efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities	NCSST – Critical Reflection Series and Presentations
The teachers engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes.	InTASC – Application of Content – Critical Reflection Series and Research Paper
Conduct research and implement solutions to positively impact community issues.	National Service-Learning Standards – Research Paper
Understand cultural diversity and mutual respect among all participants.	National Service-Learning Standards – Service Hours, Class Activities and Reflection Series
Cultivate and maintain partnerships that are collaborative and mutually beneficial and address community needs.	National Service-Learning Standards – Service Hours and Class activities

Listserv

All students enrolled in USL courses will be automatically added to the USL Student Listserv, in which students will receive periodic announcements about related items such as community events, scholarships, jobs, and other service-based opportunities. Students may unsubscribe at any time at https://communityengagement.education.asu.edu/usl-listservs.

Tentative Course Calendar

Week	Topic	Assignments	Due
1	Syllabus & Service Policies	Find your service placement	
2	Critical Reflection What is Service-Learning?	My USL: ISF	
3	Introduction to Social Justice? Safety & Liability for community volunteers Timecards	Pre-Service Reflection	
4	Poverty & Class	Step 1 & 2 of Inquiry Project My USL: Goals	
5	Poverty & Class	DAR 1: Myth of the Culture of Poverty	
6	Race	Step 3 of Inquiry Project	
7	Race	DAR 2: Documentary from Class: Race the Power of Illusion	
8	Social Privilege	DAR 3: Expanding the Definition of Privilege	Night before presentation
9	Projected holiday/School Break/ Work day		
10	Gender & LGBTQ	Step 4 of Inquiry Project	
11	Educational Policy	Step 5 of Inquiry Project	
12	Educational Policy	DAR 4: Ed Policy of your choice	
13	Educational Funding	Inquiry Project – Thesis & Annotated Bibliography	
14	Immigration & Language	DAR 5: Diane Rehm Show	
15	Immigration & Language	DAR 6: Immigration, language and Education	
Final	Final Group Presentation Scheduled during ASU's assigned final time https://students.asu.edu/final-exam-schedule	Post-Service Reflection Final Inquiry Project Group Presentation Visual Aid	Due at 11:59 PM the night before the presentation

* All assignments are due on Sunday following the week the assignment is listed at 11:59 PM.

* **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.

*Course calendar subject to change

Grading Scale

A+	98%100%	A	93%-97%	A-	90%-92%
B+	87%-89%	B	83%-86%	B-	80%-82%
C+	77%-79%	C	70%-76%		
D	60%-69%				
E	59% and below				

Course Assignments, Responsibilities & Grading Criteria

Assignment and Description	Graded item	Points Possible	Approximate % of Final Grade
Course Requirements			
Service Hours Each student is required to complete 70 hours of service at an approved USL community placement serving high needs youth or adults. See the Service Hours section on Page 6 for more details.	Completion of 100 hours = 100 Points • 95-99 hours = 90 points • 90-94 hours = 80 points • 85-89 hours = 70 points • 80-84 hours = 60 points • Less than 79 hours = 0 points Completion of less than 60 hours will result in automatic failure from the course.	100	15%
My USL Assignments All students must register on My USL to complete all logistical tasks that pertain to community service hours	• Internship Selection Form (ISF) = 6 points • Timecard Submission = 1 point per week for 14 weeks • Service Goals = 15 points	35	5%
Weekly Class Participation All students are expected to attend class every week and participate actively. See class policies on Page 7	• 5 points per week x 15 times per semester	75	15%
Academic Reflection Assignment Describe Analyze & Reflect (DAR) assignments require students to analyze and correlate an assigned reading or other material with class lessons and service experiences. DAR assignments are essay form (1-2 pages) following the reflection model.	• Pre-Service Reflection = 30 points • DARS - 50 points each (6) = 300 points • Post-Service Reflection = 30 points	360	35%
Inquiry Project Students will complete a series of inquiry assignments that will help them support their thesis in 7-10 page research paper. The steps will guide the students in analyzing observations from their service and determining the social injustices effecting the children they work with and the effects on their education to support the claim in their research.	• Step 1 = 5 points • Step 2 = 5 points • Step 3 = 10 points • Step 4 = 20 points • Step 5 = 10 points • Final Paper = 100 points • Final Presentation = 20 points	170	30%
Total Points for the Class		740	
Note: ASU offers course credit for the weekly class participation and academic assignments, not for the community service. To earn a passing grade in this class, it is crucial to complete all academic coursework to the best of your ability as well as complete your service hours. Because the service is a crucial basis for the class and coursework, the service is mandatory.			

Service Hours

Each student must complete weekly community service hours. Students will use their service experience to gain experience while making connections to class discussions, reflection assignments, and the area of their major and career goals. Guidelines for service hours include:

- Each student will choose a service placement that meets their needs and interests.
- 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 CANNOT count towards the service requirements for the class.
- Full details of the selection process can be found in the Student Handbook in the Course Information folder on BB AND in the information session video in the BB Welcome Announcement.
- Students must contact organizations and be accepted into an internship prior to submitting an Internship Selection Form (ISF).
- ISF Forms are due by the end of the 2nd week of the semester.
  - Students who fail to submit an ISF and start their internship before the deadline must submit an ISF Extension form.
  - Students who submit an ISF Extension Form will have FIVE additional days to submit an ISF and start their service hours or will NOT be permitted to continue in the course. NO EXCEPTIONS!
- One timecard must be submitted for each service shift.
  - Timecards are due each week on Sunday by 11:59 PM on My USL.
  - For weeks that no service was completed, students must submit a Zero-hour timecards to notify your instructor of the reasons why service was not completed.
- Students must complete 60% of their service hours completing direct service hours, working directly with the service population. (See the student handbook for details of direct vs indirect hours.) Indirect service hours exceeding 40% of the total service hours will not count towards the overall total of required hours.
  - Example: If a student submits 35 direct service + 35 indirect service, this student will earn 35 direct hours + 28 indirect service hours = 63 total hours counted towards the final grade.

If you need help matching with a Community Service Placement, please contact the USL Coordinator at 480-965-8261.

Additional Contact Information

USL Office is located on the Tempe Campus, Farmer Building, Room 106. Main number is 480-727-6382.

Deborah Ball	Erica Schwartzmann	Adelina Zottola
USL Director	USL Coordinator	My USL Coordinator
Deborah.Ball@asu.edu	Erica.Schwartzmann@asu.edu	Adelina@asu.edu
480-965-8092	480-965-8261	480-965-8431

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. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. 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 critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: ***http://www.asu.edu/emailsignup***.

University/Mary Lou Fulton Teachers College Policies

Attendance and Participation

Attendance and active participation is vital to each student's success in every USL class. Regular weekly attendance is expected & required. As the class only meets once per week, a significant amount of information is covered during each class period. Missing class can cause students to fall behind. For this reason, the following attendance policies will be enforced with no exceptions:

- For every 3rd absence from class, your FINAL grade will be dropped one letter grade.
- To submit an absence to be considered for excused status by your instructor, you must:
    - Complete an EXTENUATING CIRCUMSTANCE FORM (found on BB in the Course Information/Forms folder) & submit via email to your instructor prior to an absence.
    - Documentation for the absence must be submitted to the instructor within 1 week of the absence Requests failed to be submitted in this form CANNOT be considered for excused absence status.
- Tardiness to class will result in lost participation points for the equivalent to the amount of class that was missed.
- Each student is expected to sign in prior to class starting. Anyone who signs in after class begins will be marked late and deducted class points.
- Everyone is expected to participate in class discussions.

Late and Missing Assignments

- Late assignments will lose 10% per day & 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 on BB.
- Due to the General Studies Literacy requirement, for every 3rd academic assignment (Academic Reflection & Class Presentations) that is not submitted, your final grade will be dropped one letter grade.
- All assignments must be submitted through BB in a Microsoft WORD file (12 pt font, Times New Roman or Ariel, default margins). Assignments not submitted in this format will NOT be accepted and will be considered late assignments. (ISF, Service Goals & Timecards will be submitted in My USL.)
- Assignments without a name on it in the top right or left corner will NOT be accepted.

Expectation of Writing Skills on Assignments

As this is a Literacy class, all students will have the opportunity to exercise and improve effective writing skills.

- All writing assignments must be original work completed THIS semester for THIS class.
- Practice collegiate level writing at all times including thoughtful structure, proper grammar/punctuation, and edit for content and errors.

- Directly answer each prompt question
- Thoroughly support all your statements with supporting evidence from text, class, personal experiences, and service experiences.

Cell Phone & Laptop Policy

Cell phone usage is not permitted during class or during service hours. Laptop usage is permitted during class for note-taking or research of class topics ONLY. Violation of this policy will result in loss of participation points.

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 Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). https://education.asu.edu/student-forms-policies.

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, fabricating, tampering, plagiarizing, 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."

The rest of the code, which consists of several pages, is available at the following URL: *http://students.asu.edu/srr/code*.

Dependent upon instructor's discretion, penalties for plagiarism range from loss of points on plagiarized assignment to student receiving an E for the course.

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 need 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. https://eoss.asu.edu/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. http://www.asu.edu/aad/manuals/acd/acd304-04.html

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 a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For information, please see *http://www.asu.edu/aad/manuals/usi/usi201-18.html*.

Harassment Prohibited

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. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. 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; or the West campus- UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above. Contact Equal Opportunity/Affirmative Action (EO/AA) at 480-965-5057 if you feel an ASU employee is harassing you based on any of the factors above. http://www.asu.edu/aad/manuals/acd/acd401.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 for the undergraduate and graduate programs are available at https://education.asu.edu/student-forms-policies

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/usi104-01.html*) and in the University's Computer, Internet, and Electronic Communications Policy (*http://www.asu.edu/aad/manuals/acd/acd125.html*).

Technological Services and Support

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student computing needs.

- Student Purchases:
    - o Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (http://www.bkstr.com/arizonastatestore/shop/technology)
- ASU Campus Classroom Connectivity:
    - o In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (*https://docs.google.com/a/asu.edu/#all*)
- Hardware and Software Support:
    - o ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. (https://ucc.asu.edu/techstudio/)

- MyApps provides free software tools including free virus scan software, online applications, and information about discounted software for purchase. (*https://webapp3.asu.edu/myapps/*)

ASU Writing Centers

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students.

All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:
- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at https://tutoring.asu.edu/writing-centers.

SI (Supplemental Instruction)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Blackboard under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: https://tutoring.asu.edu.

Tutoring

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit https://tutoring.asu.edu

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/student