

University Service-Learning

Arizona State University

Course Syllabus – USL 410 Service-Learning:Diverse Community Issues*For illustrative purposes – actual syllabus may vary***COURSE OBJECTIVES:**

This is a graded internship that allows you to integrate your own coursework with a hands-on service-learning experience.

The central objective of this course is to provide students with community experiences and reflection opportunities that examine community needs, the importance of civic engagement, and the effects of social injustice, particularly those that affect ethnic minorities and marginalized populations, in our contemporary American society. Through **100 hours of dedicated service** at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, environmental programs, government agencies, etc.) students directly serve a population in need or provide supporting activities that contribute to the greater good of our community. Classroom seminar activities provide a forum for critical thinking and analysis for a deeper understanding of cultural diversity, citizenship, and how to contribute to positive social change in our community. The course also provides 'real-world' experiences that exercise advanced academic skills and knowledge applicable to each student's program of study and career goals. Practicum. Prerequisite with a grade of "C" or higher: 45 hours earned and ENG 102.

STUDENT LEARNING OBJECTIVES:

Student will refine essential skills associated with their baccalaureate studies to actively serve 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 future career goals, as they strive to become productive citizens in our workforce. Students will research and analyze social justice issues affecting ethnic minorities and marginalized populations and their implications for inequalities in education, health care, immigration, socioeconomic status, discrimination, the environment, labor rights, and other community issues. Students will also develop professional skills designed to lead to post baccalaureate employment.

INTERNSHIP RESPONSIBILITIES:

- ✓ **Service hours** – 100 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 in summer).
- ✓ **My USL Assignments** - You will complete all logistical tasks that pertain to your service on the **Service-Learning Websystem (My USL)** including matching to your Service Organization, submitting the following:
 - **Internship Selection Form (ISF)**
 - **Daily timecards**
 - **Service goals**
- ✓ **Weekly Seminar** – 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
- ✓ **Research Paper** – 3-Part (proposal, annotated bibliography and final draft)
- ✓ **Poster Session & Research Paper Reflection Presentation** – Midterm poster session & final presentations

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

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

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-listservs>.

COURSE READINGS:

- Cohen, A., et al. (2012). Our Environment, Our Health: A Community-Based Participatory Environmental Health Survey in Richmond, California. *Health, Education, & Behavior*, 39(2), 198-209.
- Galston, W. A. (2005). Citizenship, Civic Unity, and National Service. In N. Garfinkle & D. Yankelovich (Eds.), *Uniting America: Restoring the Vital Center to American Democracy* (pp. 198-210). New Haven, CT: Yale University Press.
- Rothstein, R. (2004). The achievement gap: Closing the gaps requires more than just improving schools. *Educational Leadership*, 62(3), 40-43.
- Tatum, B. D. (1997). Defining Racism: Can We Talk? In *Why Are All the Black Kids Sitting Together in the Cafeteria?* (pp. 3-17). New York, NY: Basic Books.

RECOMMENDED READINGS: Additional readings listed on Blackboard

- Davies, I. (2009). Latino immigration and social change in the United States: Toward an ethical immigration policy. *Journal of Business Ethics*, 88, 377-391. doi: 10.1007/s10551-009-0291-x
- Freeman, H. P. (2010). Poverty, culture, and social justice: Determinants of cancer disparities. *CA: A Cancer Journal for Clinicians*, 54, 72-77. doi: 10.3322/canjclin.54.2.72
- 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.
- Schultz, B. (2007) *Spectacular things happen along the way: Lessons from an urban classroom*. New York and London: Teachers College Press

Calendar

Week	Details	Assignments	Due – Sundays @ 11:59 pm
1	Syllabus, Service, My USL (ISF)	<ul style="list-style-type: none"> Find your service placement 	
2	Intro to SL & Reflection (Direct vs. Indirect hours)	<ul style="list-style-type: none"> My USL: ISF Pre-Service Reflection 	
3	Intro to Social Justice		
4	Service Learning & Civic Engagement Safety and Liability	<ul style="list-style-type: none"> My USL: Service Goals Critical Reflection 1 & Quiz: Citizenship, Civic Unity, & National Service 	
5	Diversity		
6	Privilege & Discrimination	<ul style="list-style-type: none"> Critical Reflection 2 & Quiz: Defining Racism: Can We Talk 	
7	Education	<ul style="list-style-type: none"> Critical Reflection 3 & Quiz: Achievement Gap 	
8	Poverty	<ul style="list-style-type: none"> Research Proposal Electronic Poster for Presentation 	
9	Poster Session		
10	Immigration	<ul style="list-style-type: none"> Bibliography 	
11	Health Care/Environment	<ul style="list-style-type: none"> Critical Reflection 4 & Quiz: Our Environment, Our Health 	
12	Projected Holiday/School Break/ or work day		
13	Nonprofit systems	<ul style="list-style-type: none"> Research Paper 	
14	Social Change		
15	Final Presentations	<ul style="list-style-type: none"> Post Service Reflection Presentation Visuals 	
Final Time	Final Presentations – IF NEEDED		

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:	Points Possible	Approx % of Final grade
Service Hours: Timecards must be approved by supervisor to receive credit <ul style="list-style-type: none"> • 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 • 79 hours or less = 0 points 	100	17.8 %
My USL Assignments: <ul style="list-style-type: none"> • Timecard Submission - 1 point per week for 14 weeks • Internship Selection Form (ISF) – 6 points • Service Goals – 15 points 	35	6.3%
Weekly Seminar: <ul style="list-style-type: none"> • Class Participation - 5 points per week (15 weeks) 	75	13.4%
Academic Reflection Assignments: <ul style="list-style-type: none"> • Pre-Service Reflection = 25 points • Critical Reflections 1-4 : 25 points each (4) = 100 points <ul style="list-style-type: none"> ○ Critical Reflection Quizzes – 5 points each (4) = 20 points • Post-Service Reflection - 60 points • Poster Session Presentation – 20 points • Research and Reflection Final Presentation – 25 points 	250	44.7%
Research Paper: <ul style="list-style-type: none"> • Proposal - 10 points • Annotated Bibliography – 20 points • Research Paper – 70 points 	100	17.8 %
Total Points Possible - 560		

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 100 service-hours is necessary to receive maximum Participation Points.
- Completion of fewer than 60 service-hours will result in **automatic failure** of the course.

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 Research Paper) **not submitted, your final grade will be dropped a letter grade.**
- All survey/reflection assignments must be submitted through Blackboard, in an 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)
 - All assignments without a name will not be graded
- ISF, Service Goals & Time Cards must 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**
 - 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
 3. Documentation for the absence must be provided within 1 week of the absence.
 - 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:
 - **Course Information** – Syllabus, Student Handbook, Site Placement Documents, Forms Folder, Instructions on how to submit assignments
 - **Assignments** – All assignments in chronological order by due date
 - **My Grades** – Monitor your progress
 - **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 Websystem) <http://servicelearning.asu.edu/my-usl> to submit all service paperwork related to your service hours
- ISFs are due by the end of the 2nd week of the semester.
 - If you fail to submit an Internship Selection Form (ISF) and start your internship before the deadline, you must submit an ISF Extension Form.
 - 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.
 - Time Cards are due each week on Sunday by 11:59 pm
 - 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.
 - Example: You submit: 50 direct hours + 50 indirect hours
 You earn: 50 direct hours + 40 indirect hours = 90 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
 Director, University Service-Learning
Deborah.Ball@asu.edu
 480-965-8092

Laura E. Tan
 Community Placement Coordinator
Laura.Tan@asu.edu
 480-965-8261

Adelina Zottola
 My USL Coordinator
Adelina@asu.edu
 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>.
- **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/usi/usi201-18.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/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<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/>.
- **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.