



School of Access
Community Learning Partnerships
Service Learning 050
Course Outline – Winter 2012

1. Instructor Information

- (a) Instructor: Jennifer Bennett
- (b) Contact information: email bennettj@camosun.ca, or by phone: 250-370-3489
- (c) Class hours: Monday, Wednesday 1 – 2:50; work term hour and online/lab hours to be arranged individually
- (d) Locations: Songhees Learning Centre
- (e) Office hours: by appointment or email

2. Intended Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate self-awareness of personal qualities, essential skills, values, interests and abilities
2. Demonstrate effective communication skills with community members and course participants
3. Identify the community need fulfilled through a personal service-learning position
4. Establish personal learning goals for service-learning experience
5. Apply personal learning goals, and personal qualities, values, aptitudes, and interests to possible career and education paths
6. Demonstrate knowledge of and use of community resources
7. Develop and apply effective research and writing skills in a variety of contexts
8. Demonstrate appropriate work habits
9. Offer support and receive and acknowledge support from course participants.

3. Required Materials

- *Guiding Circles, Booklet 1: Understanding Yourself** by McCormick, Amundson, & Poehnell
- *Guiding Circles, Booklet 2: Finding New Possibilities** by McCormick, Amundson, & Poehnell
- Instructor-provided handouts and online materials
*provided

4. Course Content and Schedule

This introductory course is for students who are involved in community, through culture, volunteer work, or supporting family members. Students will learn to assess and describe how their skills and attributes contribute to meeting community needs and can be applied to further learning and employment opportunities.

General Considerations:

- a) Students are expected to attend all scheduled classes and participate in activities and discussions, while working independently and with the instructor on self-paced and online material.
- b) Students are expected to participate in their service learning position outside of classroom hours.

5. Basis of Student Assessment

Students will build a portfolio of their Service Learning work to be used as an evaluative tool in the assessment of their progress in the course.

Portfolio Activity	Evidence	Description	Percentage
Reflective Journal	Weekly journal entries either online or print	Journal entries will respond to weekly assignments and the learning gained from the service learning experience.	10%
Guiding Circles and Service Learning Assignments	Sharing of workbook and hand-out exercises	Assignments will be submitted to instructor or presented as part of in-class activities / discussions.	25%
Presentation to peers/instructor	Presentation of service learning experience	Using a medium of choice, presenting an overview of service learning experience and personal learning outcomes.	15%
Feedback/assessment from community	Written or oral feedback	Feedback concerning attitude, communication style, and level of service provided to community.	15%
Development of personal career/education plan	Weekly journal entries; completed personal assessments; documentation of career and educational resources.	Integrate information from numerous sources including: personal assessments, feedback from community, online and printed materials, and reflective journaling. Use goal setting strategies to establish and evaluate short and long term goals.	20%
Communication and interpersonal skills	Participation in class discussion and student presentations; feedback from community.	Active participation in class discussions; respectful behavior towards classmates, instructors, and community members; openness to feedback; maintain confidentiality.	15%

6. Grading System

- COM The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
- DST The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
- NC The student has not met the goals, criteria, or competencies established for this course, practicum or field placement.

Students with a record of poor attendance, OR poor progress may be restricted from re-registering in Community Learning Partnerships Department courses.

7. Recommended services to assist students to succeed in the course

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section. www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca/resources/index.php>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/E-2.5-Student-Conduct.pdf>