



CFCS 141
Service Learning
Winter 2018

COURSE OUTLINE

Course Description

Students will collaborate with communities to identify, develop and implement a service learning project that contributes to the well-being of community members. Students will begin to develop the skills and strategies necessary for effective interpersonal communication, team work and personal leadership.

Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

Instructor: Asha Rao
Office Hours: Tuesday 11:30-12:30 Wednesday 2:30- 3:30,
Location: WT 203
Phone: 250-370-3223
Email: RaoA@camosun.bc.ca

2. Intended Learning Outcomes

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

1. Apply principles of planning, implementation and evaluation to a service learning project.
 - a) Develop a beginning awareness of social issues and needs of various groups in the community
 - b) Select and develop goals to address a specific community need
 - c) Develop and implement a plan to achieve those goals
 - d) Continuously assess, adjust and modify the plan
 - e) Evaluate the effectiveness of the plan and achievement of the stated goals.
2. Demonstrate effective interpersonal communication and leadership skills with team and community members.
 - a) Develop and maintain healthy professional and interpersonal relationships with individuals, team members and community organizations
 - b) Demonstrate caring for others, an appreciation for diversity, and an awareness and sensitivity to people of diverse backgrounds
 - c) Demonstrate ethical behavior and decision making skills
 - d) Demonstrate the principles of active citizenship and social responsibility
 - e) Demonstrate an awareness and understanding of own learning, personal and professional development

3. Required Material

- a) Valentino, L. (2013). *Handle with care: Communicating in the human services field in Canada*. Toronto: Nelson.

4. Evaluation

1. Project proposal	20%
2. Team charter	5%
3. Journals	30%
4. Project report	20%
5. Participation and interpersonal skills	25%

To pass this course, students must satisfactorily complete all assignments and learning activities and complete the course with a minimum C grade.

Assignment Submission

Written assignments must be submitted via D2L. File names **MUST** include your name for easy reference. Written assignments must be typed and double spaced and follow APA guidelines. Pay attention to page numbering and headers, line spacing, font and font size, the citation of source material, and cover page format. Spelling, grammar and presentation of the material will be taken into consideration when assignments are graded.

All assignments are to be submitted on designated due dates. In some circumstances, students may arrange with the instructor for an extension of an assignment before the due date. Marks will be deducted (3% per day) for assignments/projects **if prior arrangements have not been made with the instructor.**

Course Presentation

The methods of instruction for this course include hands-on service learning experiences, seminars, lectures, discussion and reflection, and other activities related to the development and implementation of a service-learning plan.

- This course combines in-class lecture, discussion groups, individual and group meeting times with community-based service learning activities. Students are required to complete a total of 42 hours of in-class and community-based activities.
- Students are expected to attend all scheduled in-class activities. Please arrive at class on time and be prepared to participate in discussions and activities.

5. Course Content, Schedule and Assignment Details

This schedule is subject to change depending upon availability of resources and class needs.

DATE	TOPIC	PREPARATION
Jan 9	<ul style="list-style-type: none"> ○ Introduction to CFCS 141 ○ Defining and Describing Service Learning 	
Jan 16	<ul style="list-style-type: none"> ○ Discuss Reading ○ Setting the stage for Service Learning ○ Choosing a service learning activity 	Kielburger & Kielburger, Ch. 1, 2 (Available on D2L)
Jan 23	<ul style="list-style-type: none"> ○ Discuss Reading ○ Review code of conduct ○ Group meetings/proposal development 	Valentino, Ch. 3, 5, 6
Jan 30	<ul style="list-style-type: none"> ○ Group meetings with instructor ○ Proposals approved 	Project start
Feb 6	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
Feb 13	<ul style="list-style-type: none"> ○ READING BREAK 	Project
Feb 20	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
Feb 27	<ul style="list-style-type: none"> ○ 1.5 hour in class (all attend) 	Project
March 6	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
March 13	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
March 20	<ul style="list-style-type: none"> ○ 1.5 hour in class (all attend) 	Project
March 27	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
April 3	<ul style="list-style-type: none"> ○ Group meetings with instructor as required 	Project
April 10	<ul style="list-style-type: none"> ○ Group project presentations (all attend) ○ Integration of learning 	Presentation Prepared

ASSIGNMENT 1: PROJECT PROPOSAL

Value: 20%

Due: draft due February 2 - final project proposal due February 9

Length: 2000-2500 words

DIRECTIONS:

In this team assignment, you are asked to work together to complete one Service Learning Proposal. Some proposals will require further development or revision, and team members will have an opportunity to re-work the proposal if necessary. The final and most complete version of the proposal will be graded.

The proposal is an important first step of your Service Learning Project. It will provide your team with a solid foundation for your project plan, prepare you for successful implementation of your project, and help you to anticipate resources and challenges. It will also help you to effectively communicate your project to community members.

Below is a **suggested** format for your team's proposal. You are encouraged to **add any information that you think is important**, and that will help to communicate your project plan. Include at least five external sources to demonstrate the value of your project's focus. For example, you may include information from a research study that addresses the issue that is related to your project. In addition, incorporate the information from the values and Reflection Tree activities your team has completed. Submit one copy of the proposal per team.

This proposal will be a critical foundation for your project work and support for your Final Project Report.

Sample Service Learning Project Proposal Content Areas:

Group members and contact information: (Name/phone/email)

Purpose of the Project

Project Goals: (3-5 goals)

What activities will you undertake to achieve each of the goals?

Where and when will the project take place? (Include name of community organization, contact individuals, dates/times or tentative schedule)

What resources will you need to implement this project? (Think of people you will need to enlist; approvals/permission; materials, etc.)

How will this project benefit individuals? The community? Your team?

What assistance do you anticipate that you will need from others (e.g. community, instructor) to implement and achieve your goals?

What challenges or barriers might you experience in this project? How will you prepare for and mitigate them?

Marking Criteria: Consideration will be given to:

- The effective communication of your thoughts and ideas (reader understands ideas you are expressing)
- Organization and flow of writing
- Presentation of report, thought and effort
- Thorough coverage of all topic areas

ASSIGNMENT 2: TEAM CHARTER

Value: 5%

Due: Jan 30th, 2018

Each team is asked to work together to complete and submit a Team Charter. A template for the document will be provided by your instructor.

ASSIGNMENT 3: REFLECTIVE JOURNALS

Value: 30%

Due: Every other week, February 6, 20, March 6, 20 and April 3

Length: 450-500 words for each submission

DIRECTIONS:

In this individual assignment, you are asked to submit bi-weekly journal entries that reflect and describe the learning that you experience during your service-learning project. The purpose of the journals is to help you to make connections between the "service" you are doing in the community with the "learning" you are working through in your courses.

A journal is not a work log of tasks, events, times and dates – it is an opportunity to reflect upon your service learning experience. You are encouraged to express your own views, and as such, the opinions expressed in your journals are not judged or marked as "right" or "wrong".

Make notes for your journal after community visits. If you can't write a full entry, jot down thoughts, images and ideas that you can come back to later and expand upon.

Some questions to guide you in writing and thinking about this journal:

1. What did I observe in this experience? About the physical surroundings, the people, my behavior, the behavior of others?
2. How effective was I today? How effective was my team? What did I do to ensure a healthy and professional relationship with my project team/ community members? Is there anything I wish I had done differently or better?
3. How does this experience relate to my academic knowledge (principles, concepts, theories)? What course work or reading, in this or other courses, have I done that relates to this experience? (As always, remember APA referencing.)

Marking Criteria:

To achieve a passing grade, students must submit a journal entry every two weeks of the service-learning project, reflecting their learning experience.

Consideration will be given to:

- The effective communication of your thoughts and ideas (reader understands ideas you are expressing)
- Evidence of thought and effort
- Connections/links made between course and program concepts and reflections
- Level of reflection

Levels of Reflection for Journals

Level One: Descriptive Thought

- Provides a basic description of a situation and a reaction to it
- No attempt to provide reasons
- Tells what I saw/heard/did/felt

Level Two: Analytical Reflection

- Provides explanations related to the specific situation or a personal reaction to a situation
- Provides reasons for events, often based on personal judgements
- Asks: What? Why? How?

Level Three: Critical Reflection

- Questions root causes, uncovers assumptions about culture, human nature, systems, etc.
- Assumptions are the taken-for-granted beliefs we have about reality
- Takes into account the socio-political context in which events take place and decisions are made
- Asks: How did it come to pass? What if...? What is my part?
- Critical reflection can focus on the content (thinking about *what* we perceive) or process (thinking about *how* we perceive/think)

ASSIGNMENT 4: FINAL PROJECT REPORT

Value: 20%

Due: April 3, 2018

Length: 3500-4000 words

DIRECTIONS:

Each team will submit a Final Project Report. The report should include the project goals and activities, and a thorough description of each of the project steps (assessment, implementation, planning and evaluation).

Your team may choose to follow this format, or you may create one of your own that includes all of the required information.

1. **Introduction:** (300-400 words) Describe the service learning project by answering who, what, where, when and how.
2. **Plan:** (500-900 words) Describe your plan in detail, including goals and activities undertaken.
3. **Implementation:** (1500-2000 words) Describe the development and implementation of your plan week by week, or activity by activity.
4. **Evaluation:** (1000-1500 words) Assess and evaluate the success of your plan. Describe barriers, challenges you encountered, and the ways in which you resolved these. Describe your successes and achievements as they relate to the goals identified for the project. Identify the learning that occurred for each member of the team, and reflect on and discuss things that you would do differently if given the opportunity.

Each team member will write a draft of the final project report. After preparing individual drafts, students will meet as a group, look over each other's individual work and combine the best parts of each paper to create a first collaborative rough draft. From here, the group will develop a list of suggestions for improvement and one group member will incorporate the suggestions, yielding a second rough draft, for further review by the group. Groups will then prepare a final draft of the paper. **Students then submit all of their working materials and the final draft of the project report.**

Marking Criteria:

Consideration will be given to:

- The effective communication of your thoughts and ideas (reader understands ideas you are expressing)
- Organization and flow of writing
- Presentation of report, thought and effort
- Thorough coverage of topic areas
- Critical analysis of process and community service

ASSIGNMENT 5: PARTICIPATION

Value: 25%

This assignment is, of course, ongoing. However, there **are three submitted components**:

1. a self-evaluation
2. a peer-evaluation
3. Regular minutes from your project teams meetings.

Forms for these submissions will be provided by your instructor. These will form part of your participation grade.

Due:

Self-evaluation form due March 27

Peer-evaluation form due April 5

Evaluation of participation and interpersonal skills includes:

- Adherence to Service Learning Code of Conduct
- Completion of Self and Peer Evaluation forms
- Active and respectful participation in classes
- Regular attendance in class and team meetings and activities
- Adequate preparation for classes (completing assigned readings & assignments)
- Contributions to small group and large group discussions
- Respectful behavior toward classmates and instructor
- Awareness of own behavior and its effect on others
- Respectful interactions with team, community members
- Accountable and responsible behavior with team and community members
- Effective and professional interpersonal communication skills
- Response to feedback, willingness and effort to change behavior

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

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, Student Services or the College web site at <http://www.camosun.bc.ca>

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/policies.html>

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>