

## Syllabus – MW

### SRVL 1020: Introduction to Service-Learning

Dr. Joyce Duncan

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Office Hours: Office Hours: M 11:00-1:30, TR 10:00-11:00 and 1:00-2:00  
Others by Appointment

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#### Purpose/Course Objectives:

- \*To illustrate the concepts of social justice, the common good, and personal and civic responsibility.
- \*To build awareness of and appreciation for diversity through class exercises and discussion as well as community outreach.
- \*To aid the student in self-discovery and the development of lifelong citizenship.
- \*To demonstrate community needs in Northeast Tennessee.
- \*To focus on those needs in the areas of: education, the environment, health care, hunger and homelessness, and public safety, especially domestic violence and juvenile crime
- \*To become aware of the community change process and how the student can aid in effecting that change.
- \*To provide an experiential learning situation for the student through hands-on contact with agencies that deal with those issues.
- \*To hone oral skills through interviewing, discussion, class presentation and public contact.
- \* To improve writing skills through journaling and reflective feedback.

#### Text and Requirements:

Loeb, Paul Rogat (Ed.) (2004). *The impossible will take a little while*. NY: Basic Books.

**ALL ELECTRONIC DEVICES ARE TO BE TURNED OFF OR SET TO MUTE DURING CLASS. TEXTING IS NOT PERMITTED.**

**Content of Course:**

**Note: Classes scheduled “off” are in compensation for student and faculty hours in the community.**

- 1/19 Introduction  
Teresa Brooks-Taylor, Placement Possibilities
- 1/24 Definition of terms  
Role Playing  
**Assignment:** Read pgs. 47-55
- 1/26 Presentations by Area Agencies
- 1/31 Presentations by Area Agencies
- 2/2 Discussion of democracy, community as concept and social justice  
Group and Leadership Activities  
**Assignment:** Read pgs. 141-144 and 281-287
- 2/7 Discussion of perception/prejudice  
**Assignment:** Read pgs. 63-72 and 73-81
- 2/9 Reflection/”Reincarnation”  
Discussion of Power and Proxemics  
**Assignment:** Read pgs. 298-301 and 198-202
- 2/14 Reflection: Questions  
Group and Leadership Activities  
**Assignment:** Read pgs. 99-105 and 163-168
- 2/16 Ropes Course
- 2/21 Leadership/Group Assignments  
**FIRST PAPER DUE**  
**Note: Placements must be completed, contact made, AND SITE CONTRACTS TURNED IN TO TERESA (WARF-PICKLE 423) by FRIDAY, FEBRUARY 18 or student cannot be placed for this semester, which will result in a serious reduction in grade.**
- 2/23 Group Work Day
- 2/28 Group Work Day
- 3/2 **OFF**
- 3/7 **SPRING BREAK :0)**
- 3/9 **SPRING BREAK**
- 3/14 Group I
- 3/16 Group II
- 3/21 Group III
- 3/23 Group IV

- 3/28 Group V  
**Assignment:** Read pgs. 390-396
- 3/30 Discussion of Education  
“What Every Literate American Should Know”  
**Assignment:** Bring to NEXT class an inanimate object that represents your placement
- 4/4 Reflection – Sculpture  
**Assignment:** Read pgs. 251-253 and pgs.183-190  
**SECOND PAPER DUE**
- 4/6 **OFF**
- 4/11 Culture and Change  
Discussion of Norms  
Assimilation, Acculturation and Manipulation  
Group activity  
“Brief Encounters”  
**Assignment:** Read pgs. 251-253 and pgs.183-190
- 4/13 Politics  
“Test”
- 4/18 **Individual Presentations**
- 4/20 Individual Presentations

**HOURS LOGS WITH HOURS TOTALED AND SIGNED BY SUPERVISOR AND FINAL EVALUATION ARE DUE BY APRIL 20. NO EXCEPTIONS.**

**FINAL EVALUATION SHOULD BE IN A SEALED ENVELOPE, WHICH IS PROVIDED BY THE AGENCY WITH SUPERVISOR’S SEAL ACROSS THE SEAL. LOOSE EVALUATIONS WILL NOT BE ACCEPTED**

- 4/25 Individual Presentations  
4/27 Individual Presentations

FINAL

## GRADE SHEET

Student: \_\_\_\_\_ ID: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Cell: \_\_\_\_\_ Placement: \_\_\_\_\_

Application \_\_\_\_\_  
 Liability Form \_\_\_\_\_  
 Site Contract \_\_\_\_\_ 20 pts.

**NOTE: The forms above MUST BE TURNED IN before any hours served can count toward fulfillment of the course hours requirement.**

Hours Log ----- 40 pts.  
 Final Evaluation ----- 40 pts. 100 pts. Total

Journal (3 entries per week –D2L – see attachment) Hours

Week #1	_____	10 pts.		_____	20 pts
Week #2	_____	10 pts.		_____	20 pts
Week #3	_____	10 pts.		_____	20 pts
Week #4	_____	10 pts.		_____	20 pts (10)
Week #5	_____	10 pts.		_____	20 pts.
Week #6	_____	10 pts.		_____	20 pts
Week #7	_____	10 pts.		_____	20 pts (20)
Week #8	_____	10 pts.		_____	20 pts
Week #9	_____	10 pts.		_____	20 pts
Week #10	_____	10 pts.		_____	20 pts (30)

**Writing Intensive:** 100 pts. 200 pts.

\* Note: Students will be asked to reflect orally as well.

Paper #1	_____	100 points (W)
Paper #2	_____	100 points (W)
Oral Report/Poster	_____	100 points (O)
Group Presentation	_____	50 points (O) Individual
		50 points (O) Group
Attendance	___/___	50 points (class and site)
Participation	___/___	50 points (class and site) (O)
Group Service Project	_____	50 points
Final Exam	_____	50 points

**NOTE: Ten points will be deducted from each assignment for each day that an assignment is late. Papers will NOT be accepted more than three class periods after they are due. Group presentations cannot be made up. Individual presentations can be made up ONLY if excused and if time permits. D2L assignments will NOT BE ACCEPTED LATE.**

## Grading Scale

A	4.0	(1000-950 pts.)	C	2.0	(699-650 pts.)
A-	3.7	( 949-900 pts.)	C-	1.7	(649-600 pts.)
B+	3.3	( 899-850 pts.)	D+	1.3	(599-550 pts.)
B	3.0	( 849-800 pts.)	D	1.0	(549-500 pts.)
B-	2.7	( 799-750 pts.)	F	0.0	(499 below)
C+	2.3	( 749-700 pts.)			

### IMPORTANT!

Application and liability forms are due as soon as the student receives packet. Site Contract form is due **IMMEDIATELY** after student makes first contact with agency and **BEFORE** any hours are served and **NO LATER** than **February 18**. Hours log, final evaluation form, and final are due **ON or BEFORE** the final exam date.

Graded assignments for the course include: two written papers, an individual oral presentation (with poster) on placement, a group oral presentation wherein the group will be required to “teach” class for the day, and a final examination. Ungraded but **required** assignments (with points) include: weekly D2L participation, class attendance and participation, 30 hours with a community placement and attendance at one group service project, normally scheduled on a Saturday and 3-4 hours in duration. Assignments will be discussed prior to their due date.

Students can have **NO MORE THAN SIX (MW or TR) or NO MORE THAN 3 (Evening)** absences from a scheduled class, whether those absences are excused or unexcused. Attendance and participation points will be adjusted accordingly, beginning with **the third absence**. Excessive tardiness may constitute an absence.

***\*\*\*IMPERATIVE: The student must heed all university rules on conduct and plagiarism. The student should be aware that any breach of confidentiality in the community will be grounds for suspension from the class. Additionally, if a student is removed from a placement for reasons of conduct or breach of confidentiality, another placement may not be possible; consequently, the student may not be capable of passing the class. The student should be aware that ANY violation of protocol in filling in forms, including assessment of hours; public or private presentation; and documentation of his/her role as an “ambassador” of the university shall be just cause for immediate failure in the class and possible disciplinary action. You are to treat your placement much as you would a job: set and maintain a schedule, if you cannot be present at the appointed time, call the site in enough time for them to find a replacement and dress appropriately. Service-learning assumes hands-on contact with a population or an environment; it prohibits fundraising or proselytizing.***

## ASSIGNMENTS

### ***Journaling and Written Presentation:***

All journal assignments for the course will be assigned and monitored through Desire2Learn (D2L). You will be prompted for your user id and password. Your user id is the one you are issued by the university for computer access and your password is your student number. Explore the site, especially the content and discussion areas and become familiar with the program.

You will be expected to contribute to the discussion board at least three (3) times each week, one of those entries must be an original response to the posted assignment, one a response to the journal question of the week and the third, a thoughtful or insightful comment to another student's original message. Please offer more than 'you are right' OR 'I agree.' There is no high-end restriction on how often you may participate. Your involvement will be monitored and the instructor may participate in the discussion periodically. This discussion board will function in virtual, not real, time; in other words, you may logon at any time of the day on any day.

**A new assignment will be made weekly** for the discussion board. Some of those assignments may require you to read and respond to an article or to your text. **All discussion board assignments will change on Saturday with a new forum posted and the old forum closed. Once a forum is closed, you will not be able to add postings, thus, it is recommended that your postings be completed by Friday evening.** Points will be adjusted for fewer than three responses.

**The discussion board forum is a means of asking your peers, as well as your instructor, for advice on problems you may be encountering at your placement, a means of getting to know one another and an arena for discussion on topics pertinent to service-learning. It is NOT the place for spam, accusations or insults or to arrange a date. It is expected that respectful argumentation will occur but that students will honor the instructor's tenant that all opinions are valid. If negative comments or attacks on individuals occur, the discussion will be suspended and journal entries will be required weekly in written, hard copy form.**

If you wish to communicate with the instructor privately, an office visit or e-mail is the most effective way to do so.

## Paper #1

During the first few weeks of your placement, locate either a staff member or a seasoned volunteer with whom you feel comfortable. Often the director has a hectic schedule and another member of the staff is preferable. Ask that person if he or she would be willing to be interviewed about the agency and his or her role in it. Be prepared at the time you ask (with questions and evaluation form on next sheet) since some may say "let's talk now." These interviews **must be conducted in person** and the evaluation sheet on the next page must be signed and attached.

You will need to have a list of ten to twelve questions prepared. Some possibilities are the history of the agency, sources of funding, the population it serves, the outreach provided, etc. but you should create your own questions since you obviously know more about what is of interest to the agency and to you. Phrase your questions to elicit information that will be helpful in carrying out your duties and that will give you more informed answers than merely yes or no. In an interview, yes or no responses should be followed by "why?" to gain complete information.

After the interview, ask the person to evaluate your interviewing skills on the attached form. Don't forget to say thank you. From your questions, create a 2-3 page **typed** paper, which summarizes the questions and answers in **narrative** form. Narrative form means do not set up your paper as question-and-answer but summarize the points in paragraph format. Give the person's name, position, and date of the interview in your paper. **When you have completed that part of the paper, tell what you would do differently if they called you tomorrow and said you were now in charge.**

Turn in your original questions, your paper and your evaluation form

### Interview Evaluation

1. The student was on time for the interview. Yes \_\_\_ No \_\_\_
2. The student seemed comfortable during the interview. Yes \_\_\_ No \_\_\_
3. The student attempted to make me comfortable. Yes \_\_\_ No \_\_\_
4. The questions were well phrased. Yes \_\_\_ No \_\_\_
5. The content of the questions were important to the work the student will do with this agency. Yes \_\_\_ No \_\_\_
6. The content of the questions were important to the work I do with this agency. Yes \_\_\_ No \_\_\_
7. The student waited until I had time available to conduct the interview. Yes \_\_\_ No \_\_\_
8. I enjoyed speaking with this student. Yes \_\_\_ No \_\_\_
9. The student waited for me to finish speaking without interrupting. Yes \_\_\_ No \_\_\_
10. I was impressed with this student's interview. Yes \_\_\_ No \_\_\_

Additional Comments: [please expand on any "no" responses]

Signature \_\_\_\_\_ Date \_\_\_\_\_

If you wish, feel free to place this evaluation in a sealed envelope prior to returning it to the student.



## Paper #2

Select one (1) issue with which you are dealing at your agency, and then narrow a topic that interests you under that issue. For example, you might consider homelessness, welfare, housing, hunger, immigration, migrants, violence in schools, juvenile delinquency, The No Child Left Behind Act, etc. These are merely suggestions; please write about what interests you. The paper must be **argumentative** – your opinion becomes your position. **The paper is about the issue and NOT about your agency. Papers on diseases and child abuse or other highly emotional topics do not lend themselves to argumentative papers.**

**Issues around the issue that might be worthy of consideration include: why this issue persists and what has been done, politically or locally, to ameliorate the issue.**

Once you have selected and narrowed your topic, **research** that topic. You may use books, periodicals or the Internet. Please mix your sources, in other words, do not rely solely on Internet sites. You may **NOT** use Encyclopedias (either in print or online) or any magazines available at the grocery store checkout lane. For Internet sites, those ending in .edu, .org, or .gov are the most reliable. Database sources, like Infotrac, should be treated as periodicals, not Internet sources.

Create your paper. Your paper must be **thoroughly documented** in **APA** style. If you have any questions about documentation, please ask **BEFORE** you write your paper. **Attach a copy of any source you use from the Internet or Infotrac.** Create a reference (apa) page. Please submit your paper via hard copy in class **and** through the D2L digital dropbox.

The paper should be two to three pages, double-spaced and TYPED. Page count does NOT include your reference page, a cover sheet, or your attachments.

Since this is a writing intensive course, you will be allowed **one** rewrite, due **not longer** than one week after the papers have been returned.

**Note: Oral presentations are expected to be handled professionally, which includes research, word choice, and dress. Separate handout will be forthcoming.**

### **GROUP PRESENTATION:**

Near the middle of the term, you will be divided into groups and assigned a “teaching” day. **Assignment sheets are attached to this syllabus.** Interactive sessions usually work best. By the time we reach that plateau, you will have a better idea of a workable class. This will be a percentage of your oral intensive grade and **each member of the group must** be involved in the presentation; individual and group grades will be given.

If you want to consider the project in advance, the group will be asked to select a category from the list to research thoroughly. You will be asked to present highlights of the period(s) and **brief** biography on individuals but the ‘meat’ of the formal presentation should focus on what activism and activists did to change their world and how their work and methodology compares and contrasts. In addition to the oral presentation, each group will be asked to integrate an interactive exercise of some type that illustrates the concept(s) surrounding their presentations. Further instruction and class work time will be provided closer to presentation dates.

### **Individual Presentation:**

Students will give a presentation about their placement (if more than one person is at the same placement, you will each need to present a different facet of the work). This is an oral grade -- you may talk about incidents from your journal, discuss problems and solutions, or handle the presentation in an informative manner. **POSTER SESSION:**A poster session will be part of this presentation. You may use photographs (with permission), flyers or artwork, or other forms (video, dance, poetry, music, etc.). You may invite your agency’s representatives to attend.

**NOTE: POWERPOINT IS TO ENHANCE PRESENTATIONS NOT TO CONTAIN THE PRESENTATION. PLEASE AVOID SMALL FONT, FLY INS AND UNREADABLE COLORS.**

### **SERVICE PROJECT:**

You will be asked to participate in one service project as a group, combining all sections of this course. We will have several projects from which to choose. These projects are customarily offered on Fridays or Saturdays and you are required to commit to a minimum of three to four hours in order to obtain full credit. More information will be forthcoming as it becomes available. You may not count the group service project toward placement hours if you sign up for the same agency.

Once you commit to a project, you may **NOT** change. If you are ill or the victim of circumstances beyond your control, you **MUST** notify the instructor or the service-learning office in advance, preferably at least 24-hours. **Failure to notify will constitute failure for that portion of your grade and another project will not be scheduled.** YOU SHOULD NOT SCHEDULE YOUR OUT OF CLASS PROJECT DURING REGULARLY SCHEDULED CLASS TIME.

### **Group Assignment Topics**

Select two or three persons from the following list. Try to find commonality among their positions and work and select persons who are not necessarily familiar to you. Present brief biography and discuss their issues, in other words what did they do to create change in their world? Tie the balance of your presentation around those issues, making your activities interactive and involving your classmates.

<b>CIVIL RIGHTS</b>	Fannie Lou Hamer Daisy Bates Bobby Seale Louis Farrakhan Malcolm X	NAACP SNCC Sits Ins/Greensboro, NC George Wallace/Bull Conner Central High School/Little Rock, AR <i>Plessey v. Ferguson</i> /Jim Crow Laws Civil Rights Act(s)
<b>WOMENS RIGHTS</b>	Alice Paul Victoria Woodhull Elizabeth Cady Stanton Margaret Sanger Betty Friedan	Suffragists 19 <sup>th</sup> Amendment NAWSA ERA NOW Planned Parenthood
<b>ENVIRONMENTALISTS</b>	Winona LaDuke Julia 'Butterfly' Hill Ralph Nader Dian Fosse John Muir	Greenpeace Sierra Club Nature Conservancy Green Party EPA
<b>GRASSROOTS EDUCATORS</b>	Myles Horton Septima Clark Paulo Friere Jane Addams	Citizenship Schools Literacy Tests 'Banking' Concept Pegagogy/Andragogy Hull House/Settlement Movement
<b>HUMAN RIGHTS</b>	Dalai Lama Eleanor Roosevelt Caesar Chavez Wilma Mankiller Morris Dees	Amnesty International Southern Poverty Law Center Universal Declaration of Human Rights
<b>GRASSROOTS ISSUES</b>	John Walsh Charlton Heston Erin Brokovich Mary Griffith Alex Pacheco Saul Alinsky	P-Flag PETA Oxfam World Wildlife Fund <i>HR 4472</i> National Rifle Association Chromium 6