

INTRODUCTION: WHY COMMUNITY SERVICE LEARNING?

Community service is a powerful tool for youth development. It transforms the young person from a passive recipient to an active provider, and in so doing redefines the perception of youth in the community from a cause of problems to a source of solutions. When combined with formal education, service becomes a method of learning or "service learning." Service learning enables teachers to employ a variety of effective teaching strategies that emphasize student-centered, interactive, experiential education.

from Standards of Quality for School-Based Service Learning (Alliance for Service learning in Education Report - ASLER)

The National and Community Service Act was enacted into law by Congress in 1990. The described purpose of the Act was to "*renew the ethic of civic responsibility in the United States.*" Most of the provisions of the Act are targeted at young people - both school-age and college students - and involve part-time and full-time service opportunities.

The National and Community Service Act began full implementation in 1992. A report on first year program efforts prepared by Abt Associates and the Center for Human Resources at Brandeis University found that about 200,000 young people and adults participated in community service programs around the country generating six million hours of community service. In addition, the programs involved young people in learning and educational activities related to their community service work - for an additional 4.5 million hours. Community service activities were diverse in nature with conservation and environmental projects and education and human needs projects predominating.

The National and Community Service Act is but the latest in a long history of community service and volunteerism in the United States. One of the most admired aspects of the administration of Franklin Delano Roosevelt was the creation of the Civilian Conservation Corps (CCC) and the National Youth Administration (NYA). At its peak, the CCC had 500,000 young people enrolled. The legacy of the CCC can be viewed in parks and recreation areas throughout the United States. The NYA enrolled both students and non-students between the ages of 16 and 24 who were assigned to road building,

serving in nursery schools, and filling other public sector needs.

Service learning, a key characteristic characterizes our current generation of community service work, is connected to a movement that began with the Peace Corps and VISTA and led to the creation of the National Center on Service Learning in 1971. Service learning has incorporated the lessons and ideas from previous periods, building on student commitment to community, offering students innovative methods to earn school credit and incorporating opportunities for career development.

By the late 1980s, community service learning was also viewed as a means to help youth transition into adulthood - that is to become productive and civic-minded adults. Traditional institutions, be they the family, the school, the workplace or the larger community, are undergoing significant changes which often diminish support and opportunities for youth as they transition to adulthood. Such transition is difficult in the best of circumstances. Unfortunately, too many of our young people face difficult, if not terrible conditions. Too many youth grow up disconnected from adult and community ties. Employment opportunities for youth, particularly the undereducated, are limited or nonexistent. Community service learning can be a means to reduce young people's social isolation by offering them opportunities to be actively involved in their communities, and by providing them occasions to work closely with adults.

Community service learning is not a panacea for all issues facing today's youth. Volunteer opportunities, now matter how creative, will not replace the need for strong families, well-resourced schools and a healthy local and national economy. However, service learning does provide young people with opportunities to share the talents and gifts they have. It looks at youth from a "strength" perspective, i.e., as individuals who have something to contribute rather than community troublemakers. Community service learning also gives youth a chance to learn new skills and develop new interests. It provides for opportunities to develop relationships with adults as mentors and as teachers and also permits youth to experience themselves as service providers to both adults and their peers.

The Directory of Central New York Community Service learning Programs provides examples of how community service and learning operates in diverse communities and diverse school settings in the Central New York area. From multi-cultural urban high schools to smaller school settings in rural communities, youth are being given the chance to contribute to and learn about their communities. If this Directory is any example, youth are taking up these opportunities in remarkable numbers and with remarkable results.

GLOSSARY OF COMMUNITY SERVICE LEARNING TERMS

Academic Component: The classroom portion of service learning that is generally facilitated by an instructor. While in the classroom, students discuss and write about their community service experience and gain knowledge and information to improve their volunteer participation.

AmeriCorps: The national service program available youth and adults 17 and older. In return for serving their communities, participants can earn money toward their college education.

Agency: The establishment or organization that hosts the community service work. Community service is generally performed at not-for-profit or governmental agencies; when community service is performed at a school, the school is considered the agency.

Beneficiary: The individual, agency, group or community who receives services directly from the community service participant and/or who benefits from services provided.

Character education: The effort to develop "good character" in students through the practice and teaching of moral values and decision-making.

Community-based service: Organizations outside formal a governmental framework that provide services and opportunities to meet the needs of children, youth and/or adults in the community.

Community-based Organization (CBO): A nonprofit agency which is representative of the community which it serves, generally through the provision of human and other community services.

Court-ordered Community Service: Also known as community restitution or community service orders, court-ordered community service involves the assignment of persons convicted of criminal acts to nonprofit or governmental agencies. Community service orders usually specify a number of hours over a time period established by the court and is imposed as an alternative to incarceration.

Direct Service: Work directed at the achievement of the agency's primary mission which often involves the provision of services directly to agency clients. Preparing meals at a soup kitchen, cleaning up a neighborhood playground, working as an aid in a child care center, tutoring, are all examples of direct service.

Indirect Service: Provision of skills and/or work to help an agency perform its functions or to impact upon issues of concern to the agency and the clients/community that it serves. Examples of indirect service including setting up a computer program for agency use, helping with clerical tasks and lobbying of funding for HIV/AIDS research for an agency which works in the field of HIV prevention and education.

Intergenerational program: Programs that bring together participants of different ages. While applicable to relationships between any two generations, the term "intergenerational" is today generally used to connote relationships between children/adolescents and older adults. Intergenerational service brings together youth and adults to work jointly on service projects using the talents and energies of each group to complement and support the other.

Learn and Serve America: A national initiative available to states and localities that integrate service or volunteer work with learning. Learn and Service America programs have been implemented through schools (K-12 School- based programs), community agencies (Community-Based Organization programs) and colleges and universities (Higher Educational programs).

Mandatory service: Community service is required as part of an academic program, usually high school graduation. School-mandated community service may set required hours, type of service and/or duration. This type of community-service is to be distinguished from court-ordered service defined above.

Mentoring: Mentoring refers to a one-to-one relationship between a more experienced person and a younger person involving mutual commitment, caring and trust. While not a requirement, many mentoring programs encompass community service learning activities. Mentors help identify opportunities and/or work along side young people in volunteer activities.

Not-for-Profit Agency: A non-governmental organization whose purpose is to address human, environmental and other community concerns and needs. Most not-for-profit agencies are tax-exempt and tax-deductible and classified as 501(c)(3) institutions. Not-for-profit agencies cannot sell stock, declare dividends or pay their officers or directors other than through salary.

School-to-Work: A system of school-based learning, work-based learning and activities connecting the two in order to prepare youth for the high wage, high skill careers of today's and tomorrow's global economy.

Reflection: Contemplation and consideration regarding the significance of the community service work performed; evaluation of the value and meaning of the specific community service as it relates to a larger context. Reflection can take place on an individual or group basis and connect community service to one's community, one's

values and the impact it has on both the individual performing the work as well as the larger society.

Service: Work done for the benefit of another person, group of persons, community or agency.

Service learning: The combination of community service involving active participation in organized service to meet the needs of a community with formal, educational or learning experiences which enable the volunteer to draw lessons about their community service experience. Learning activities are generally integrated into a school's academic curriculum. The term "service learning" is also used to connote the opportunity to learn skills during the course of service.

Stipend: Payment to volunteer to help offset the costs of service.

Volunteer: A person who donates or gives his or her time and talents to provide services to other people, or to the community-at-large.

Volunteer Site Coordinator: An individual who recruits, trains and supervises volunteers. May also be referred to as a community service site supervisor.

STANDARDS FOR SERVICE LEARNING PROGRAMS

The Alliance for Service Learning in Education Report lists the following standards of quality for School Based Service Learning Programs.

1. Effective service learning efforts strengthen service and academic learning.
2. Model service learning and reflection are essential elements in service learning
3. Preparation and reflection are essential elements in service learning.
4. Students efforts are recognized by their peers and the community they serve.
5. Youth are involved in the planning.
6. The service students perform makes a meaningful contribution to the community.
7. Effective service learning integrates systematic formative and summative evaluation.

8. Service learning connects school and its community in new and positive ways.
9. Service learning is understood and supported as an integral element in the life of a school and its community.
10. Skilled adult guidance and supervision is essential to the success of service learning.
11. Pre-service and staff development that includes the philosophy and methodology of service learning to ensure that program quality and continuity are maintained.

<http://www.calvin.edu/admin/slc/00cominf.htm>

From Calvin College: Our philosophy at the Service-Learning Center is that all service is relational. It is dynamic exchange between and among people. Everyone gives and everyone receives. The lines between giver and receiver are blurred or even obliterated. We encourage all of the students and faculty who participate in our programs to view themselves as both servants and learners. We use the term "service-learning" to describe what we do and *we call all of our participants "service-learners"*. As with all terms, "service-learning" may be utilized differently in other organizations. And we do our best to try to learn and honor the specific terms our partner organizations use for service-learning.

<http://www.osu.edu/campuscollab/seedrpt6.html>

University Neighborhoods Faculty Seed Grant Program

1998-99

The Service-Learning Cooperative

Final Report

Introduction

The Service-Learning Cooperative is an innovative, collaborative partnership between the College of Education and three social service agencies located in the University District - Project OpenHand-Columbus, Neighborhood Services, Inc., and the Godman Guild. The partnership was created to advance and support a teaching and inquiry community among undergraduate students enrolled in a leadership course, graduate students serving as teaching assistants, and the three community service organizations. The purpose of the partnership was to engage undergraduate and graduate students with these three community organizations in cooperative efforts to address and resolve community issues, increase knowledge about societal problems and social responsibility, and provide increased opportunities for faculty/student participation in community life. Weaving together the goals and activities of these community organizations with the University curriculum and utilizing service-learning as a pedagogy, the cooperative enhanced student learning while building capacity in the partnering community service organizations.

The teaching component of the cooperative involved an innovative undergraduate course offered each quarter through the School of Educational Policy and Leadership in which faculty, graduate students and leaders from the three community service organizations facilitate student learning. **Ed P & L 271: Leadership in Community Service** examines leadership in the context of service and community involvement. Students enrolled in the course gain an understanding of service and leadership, analyze the setting in which service takes place, actively participate in one of the three community organizations, and

develop their own leadership style and skills. Project OpenHand, Neighborhood Services, and The Godman Guild were three of the sites for the course providing students an opportunity to examine the relationship between leadership and issues such as HIV/AIDS, hunger, homelessness, poverty, literacy and youth development.

The Service-Learning Cooperative was built upon the success of the initial two quarters of the undergraduate course in which nearly 100 OSU students provided over 2000 hours of service in connection with service-learning courses offered through the School of Educational Policy and Leadership. (See Appendix A for total numbers of students and community service hours.) While increased student involvement in the community is welcomed by community service organizations, it also places a burden on small, non-profits with limited staff. Funding from the Campus Collaborative for this project supported a 25% GAA appointment. The graduate student assisted the community service organizations by taking an active role in service site orientation, training, and on-going supervision of undergraduate students. She also designed materials and "fact sheets" for each organization to help students in their knowledge and understanding of the social issues confronting each of the organizations. In addition, the Service-Learning Cooperative GAA assisted other graduate students serving in the role of Teaching Assistant's/Community Site Liaisons with the design of reflection activities, monitoring the progress of undergraduate students on-site, and providing support to the community organization staff. The graduate student, in essence, provided additional staffing to the community organizations in support of the course objectives and agency goals. The outcome of the Service-Learning Cooperative was increased capacity to promote student learning and community involvement, while also providing stability in supporting the goals of the community service organizations.

The inquiry component of the Service-Learning Cooperative consisted of a "voices from the field" project to elicit the perspectives of all partners in the service-learning cooperative (students, faculty/teaching assistants, community organization leaders, clients, etc.). Conducted through interviews, document analysis, and participant observation, the results generated data about student learning and community involvement, outcomes associated with service-learning for both students and community organizations, and information about reciprocal relationships and the nature of university-community partnerships. An emerging model conceptualizing service-learning outcomes was developed from the research project. (See Appendix B.)

The outcomes of the project have been positive for all partners-- students, community service organizations, and the university. Students gained a better understanding of the community and student learning and civic responsibility were promoted through hands-on experience at the community agencies. In addition, the course provided an opportunity for students to interact directly with and begin to understand larger social issues. Graduate students in the Higher Education and Student Affairs program serving as Teaching Assistant's/Community Site Liaisons were able to directly apply theory to practice via this learning opportunity. Graduate students gained professional expertise in the design of service-learning, the creation of community relationships and sites conducive to promoting student learning, and skills in developing social responsibility. In

addition, they reported that the experience provided rich insights into their own development and understandings of diversity as well as undergraduate students. From an agency perspective, the Cooperative provided an opportunity for a consistent flow of trained student volunteers to their agencies and offered an opportunity for the agencies to utilize University resources and to perform a teaching function with future leaders. Finally, the University benefited from the experience by providing an opportunity for faculty and staff to gain a better understanding of the issues that face the community surrounding the campus and to experience first hand what community members need and want from their university partners. The cooperative provided an exemplary model for building and sustaining relationships with three community service organizations.

What follows are results of the "Voices from the Field" inquiry completed as part of this project. Funding from the project also enabled us to create a power point presentation on the project and our model that we have presented at national conferences as well as on campus.

Voices from the Field Inquiry

Undergraduate Student Learning

The *Leadership in Community Service* course has provided valuable information regarding student outcomes and learning. Data collected about the service component of the course has provided insight into what aspects of the course are most beneficial for students and what difference the service requirement makes in student learning. Survey results have also helped us to gain a better understanding of what students' are taking with them from their service experiences.

Data reported here include the grant period (September, 1998 - June, 1999) as well as our two initial quarters. During this time, 143 students enrolled in the undergraduate course *Leadership in Community Service*. Of this number, 109 completed the end of the quarter assessment of the service component instrument. This survey provides vital information about student learning, students' perceptions and attitudes about the course, their own insights into what has been beneficial and what has not, and information about various aspects of the course and service experience. Five themes emerged from analyzing the data and inform an understanding of student outcomes. These themes are identified as: service, community, the "other", self/reflection, and leadership.

Service

The service aspect of the course had the greatest impact on student outcomes. Considering one of the goals of the course is to set a foundation for a lifelong commitment to service, the service aspect of the course is most instrumental in assisting students in forming attitudes and beliefs about service. Students indicated that the service component of the course had a positive impact on their overall experience. For example,

84% of students who responded to the survey stated that they would *not* have preferred to spend more time in the class room versus working at the service site, and 81% indicated that the service component made the course more intellectually stimulating. One student commented that she liked the hands on experience that the service provided and the opportunity to view things personally. Another stated that the course opened doors to service which otherwise seemed distant and far. Probably the greatest impact of the service experience is the opportunity for students to engage in communities different from their own, to view social problems first hand, and to have a personal experience with clients and community organization, rather than to study them in the abstract in the classroom setting.

Community

Not only did participating in service activities help students to find the course work more stimulating and rigorous, but service participation also created an awareness of the community surrounding the University and community issues facing the community. The idea of community and what community means is an important aspect of the course because many students did not consider themselves part of a larger community and were not aware of the issues neighboring communities face. Students commented that throughout the course they became aware of the community around them. In fact, 90% of students completing the survey responded that the service activities allowed them to become more aware of community problems and even more importantly, 93% of students said the course helped them to develop a greater sense of personal responsibility toward the community. In addition, 90% responded that service allowed them to develop the ability to address real world problems and 91% indicated that through the course and service experience they became more interested in solving community problems. Students were able to apply course readings and class discussion with their service experiences in order to learn about social issues and feel more connected to the communities that they served. Importantly, 94% of students indicated that through the course, they provided a needed service in the community.

The " Other"

Students indicated that one of the most challenging aspects of the course was proximity to and contact with people with whom they had not had much contact and considered different from themselves. Throughout the course, opportunities were created that allowed students to engage in dialogue with others different from themselves and to develop an understanding of the perspectives, opinions and experiences of others. This is consistent with research that suggests that the most significant criteria for developing lives of commitment to the common good is a constructive engagement with "otherness" (Daloz, Keen, Keen, Parks Daloz, 1996). However, it was clear through students' responses in class that they had some difficulty making these connections. Students were encouraged to write about and reflect on their experiences in which they engaged with others. Although, our experience as instructors was that students struggled with this concept, student responses to questions on the survey instrument regarding the best and

most challenging aspects of the course revealed a new appreciation for understanding those different from themselves. For example, students commented that they now had a more open mind and that the course had broadened their way of thinking about others. In addition, students also said that they learned understanding and acceptance and discovered they shared common ground with people they had once viewed only as "different."

Self/Reflection

On a weekly basis students were asked to reflect on their experiences at the service site and course work through a variety of methods, including large group discussions, small group dialogue, and written assignments. These reflection activities were shown to facilitate student learning. In fact, 84% of students responding to the survey stated that the course helped them to reflect and share on their service experience and 74% felt that the structured activities provided them with a way to reflect on their role in the community. In addition, students commented that they appreciated the opportunity to connect readings, assignments, and service and that this helped them to better understand social and community issues related to leadership. This structured reflection also had a great impact on sense of self and gave students an opportunity to look at themselves and their own perceptions and attitudes in greater depth. Many students stated that throughout the course and the activities in the course, they learned more about themselves than they ever planned.

Leadership

The course purposely challenges students, not only to think about themselves and others, but also offers them an opportunity to think about leadership in new ways. While studying the Relational Model of Leadership (Komives, Lucas, & McMahon, 1998) and *A Social Change Model of Leadership* (1996), **students have an opportunity to develop their own leadership skills through interaction with their peers, community members, clients of the organizations at which they are volunteering, and community organization staff. Students become role models for others in the community, while those in the community take on important teaching and modeling roles for students. In the end, students were able to define what leadership means to them and how they will participate in community contexts and settings by putting their new understandings of leadership into action. In short, they are able to respond to the question of "leadership for what purpose?" Students responded on the survey that they came to an understanding of what it means to be a leader in complex times. In addition, they stated that they learned about the various theories and styles of leadership as well as the requisite skills to be an effective leader.**

Community Service Organizations

For the community service organizations, involvement in the Service-Learning Cooperative provided an opportunity to receive ongoing volunteer support. It was

important to the community organizations to have this stable source of volunteer support as it enabled them to provide additional services to their clients and accomplish their goals. The directors commented on the amount of energy that the students brought to the agency. The positive outlook characteristic of the students motivated staff members. In addition, community service directors reported that students had a unique ability to relate to clients, especially children and youth. The community agencies found this aspect of the relationship extremely beneficial. Students served as role models for children and others associated with the agency, as persons from all walks of life who could be successful in college.

Access to University resources was also a positive outcome for the community organizations. The structure of the Cooperative gave the University the ability to utilize staff and faculty expertise in solving agency problems and gaining access to the University community for ongoing volunteer and fundraising support. In addition, through courses in the College of Education, both Neighborhood Services and Project OpenHand received evaluation support. Dr. MaryAnn Sagaria's course: *Women, Empowerment and Leadership*, did an extensive project for NSI and Dr. Norland's *Needs Assessment* course did a two quarter needs assessment for Project OpenHand that provided valuable insight into volunteer management for the agency. These projects would probably not have happened without the partnership between the University and the agencies. These types of contacts, partnerships, and access to university resources, now and in the future, can only help to strengthen the connection between the University and the community.

The agencies also found their participation in the Cooperative gave them the chance to form relationships and collaborate with other agencies in the University District. This allowed them to share ideas, resources and strategies to meet the needs of each agency and the community. The ties that were formed help to build relationships between clients, volunteers, residents and staff in the neighborhood, and can be utilized to build capacity in the community.

The University

One of the positive outcomes for the University from the work of the Cooperative is the meaningful relationships that have been created with the agencies, volunteers (students) and residents in the neighborhood who are beginning to see the University as a legitimate partner in revitalization efforts of that area. Through programs such as the Cooperative, agencies have learned to begin to trust the University as they see us provide vital support to their agency. Through this growing trust, the neighborhood has begun to consider the University's assistance when solving neighborhood problems. What these new relationships have accomplished for Ohio State is a new image in the community as a collaborator and help in dispelling the old image of "all-knowing" and indifference toward the issues that face the community neighborhoods surrounding the campus.

In addition, the University, through the leadership course, was able to utilize the expertise of agency directors to bring a unique perspective to the class design and facilitation.

Participation in providing instruction for the course gave students a first hand knowledge and appreciation for the issues each agency faces and the role students can play in remedying pressing issues facing the community. In addition, the directors provided valuable insight into the curriculum for the course, including feedback about what aspects were particularly beneficial and which needed changing. The involvement and dedication to the course by the community agencies and to promoting student learning were integral to the success of the course and to the students' experiences in it. The opportunity for students to see first hand what they consider "real people" dealing with "real world" problems on a day-to-day basis and solving these problems definitely has a tremendous impact on student learning.

Although not directly tied to the Service-Learning Cooperative, the presence of this project fit well with additional initiatives at Ohio State focused on service-learning. Knowledge generated through the work of the Cooperative and additional university-community partnerships resulted in new applications of service-learning, innovative programs and practices, and increased visibility of the scholarship of service-learning. Related outcomes include:

- Service-Learning Scholars Roundtable
- Section on service-learning in the new Faculty and TA Handbook
- Emphasis on service-learning in the newly created Mount Leadership Society
- Publication of TA Manual for those graduate students working with the undergraduate course
- Interview by Reggie Anglen on WSMZ for "Insight" show
- Campus Collaborative Seed Grant proposal to develop additional service-learning courses at OSU.

Summary

The Service-Learning Cooperative has provided the infrastructure to support the creation of a learning community between undergraduate students, graduate students, faculty, and three community service organizations in the University District. The outcomes associated with these partnerships have been positive for all involved. In addition, the project has provided us with important data about student learning and about university-community partnerships. The cooperative supported growing numbers of undergraduate students actively engaged in the community while providing valuable support to community service agency goals and activities. We are now working on sustaining these partnerships through continued support, involvement of organization staff in the teaching of the course, and recruitment of students to the course. The agencies are committed to participating in the course and the College of Education is committed to providing continued support and assistance to these community organizations.

Appendix A

Quarter	#Students	Hours of Service	#TA's	Hours of Service
Winter '98	44	1188	7	90
Spring '98	28	756	5	75
Autumn '98	10	270	4	60
Winter '99	34	918	5	75
Spring '99	27	730	5	75
TOTAL	143	3862 hours	25	375 hours

Appendix B

Service-Learning Model Guiding Principles

- **Develop partnerships anchored in reciprocal relationships that embrace and empower all those involved.**
- **Promote student learning through active teaching.**
- **Support ongoing university and community engagement through a program of inquiry that builds a strong foundation of community-based teaching, research, and service.**
- **Actively engage students in the teaching, research, service mission of the university**
- **Build and sustain more integrative and inclusive communities while preparing students for a lifetime of engaged, responsible community involvement.**

<http://www.english.ohio-state.edu/organizations/SLSR/OSUSyllabi/271SYLL.htm>

Ed P & L 271: Leadership in Community Service

Autumn, Winter, and Spring Quarters Wednesdays, 4:30-6:48 pm (varies quarterly)

65 Ramseyer Hall (varies quarterly) Dr. Susan R. Jones, Kathy Hill

Office - 159 Ramseyer Hall Mailbox — 314 Ramseyer Hall 292-7700 hill.358@osu.edu

Office hours: Tuesdays, 1-3pm

Course Purpose

This course examines leadership in the context of service and community involvement. In this course, students will gain an understanding of service and leadership for "the common good," analyze the setting in which service takes place, actively participate in a community service setting for a minimum of three hours a week, gain hands on knowledge, skills, and experience about a specific community organization, and develop their own leadership style and skills in a community setting. The purpose of this course is to prepare students for a lifetime of engaged, responsible, and active community involvement and leadership.

Course Description and Objectives

The core of the learning experience in this course is community involvement. The course examines leadership in the context of service and community involvement. The question of leadership for what purpose will be critically examined through the lens of service and community. Students will be encouraged to thoughtfully and critically analyze their own leadership responsibilities, community involvements, and service commitments.

The primary objectives of the course are:

- to gain an understanding of leadership, community involvement, and the "common good"
- to understand and utilize theories informing leadership practice such as the relational leadership model and the social change model of leadership.
- to develop leadership skills and competency through application of leadership theories in a community setting.
- to understand a community issue from multiple perspectives
- to integrate service/community involvement experiences with readings on leadership, community, and service
- to understand and distinguish between community-identified assets and needs from externally defined needs; and to address needs as defined by community agencies through direct service
- to understand and describe connections and inequities related to power, privilege, community resources, and social justice
- to develop a personal philosophy of service and community leadership through critical analysis of social issues, reflection, and community involvement

Course Format

The format for this course includes in-class lectures, discussion groups, reflection activities, and a field experience at a local Columbus community service organization. All of these components are integral to the course.

Each student will select from a list of [6] service sites at which a minimum of 3 hours/week of involvement at the site is required. Discussion groups comprised of all the students at each community service site will constitute a central component of class. Each group will be facilitated by a site leader/teaching assistant who will also act as a liaison between you and your community service site as necessary. Additional guidelines for the community service component of the class will be provided.

Community Service Sites Site Leader/TA

- OSU African-American & African Studies Community Extension Center
- Bonds Beyond Bars
- The Godman Guild
- Linmoor Middle School
- Neighborhood Services, Inc.
- Project OpenHand - Columbus

Required Texts

- Komives, S.R., Lucas, N., & McMahon, T.R. (1998). *Exploring leadership: For college students who want to make a difference.* San Francisco: Jossey-Bass Publishers.
- Watters, A., & Ford, M. (1995). *Writing for change: A community reader.* New York: McGraw Hill.
- Selected readings will be assigned and distributed in class.

Course Requirements

· Community Service Site Placement

As noted above, each student is required to spend a minimum of three hours/week at a designated community service site. Scheduled hours are to be determined with the community agency supervisor and your TA. Your commitment to your site is crucial to your own learning as well as to the community service site. Extend the same courtesy to your site as you would if you were employed by showing up on time and at scheduled times.

· Class Participation

Class attendance is expected as is active participation in both class discussions and community service. Each student is expected to achieve a high level of involvement in class discussions by preparing for each class, completing all assignments, and integrating both in-class and community-based learning.

· Discussion Group Involvement

Each week, half of class session will be spent in small discussion groups organized around your particular community service site. Attendance and active engagement in these groups is required and an integral part of class time. Discussion will be facilitated by your site leader/TA and will provide you with an opportunity to discuss your involvement at your site as well as to ask questions.

· Presentation

Periodically throughout the quarter your discussion group will be asked to share a 3-5 minute discussion briefing with the entire class. During weeks 8 & 9, each small group will make a presentation to the entire class about their particular site. Additional guidelines for these presentations will be provided.

· Written Assignments

1) Service-Learning Agreement

[Due Week 3]

A service-learning plan worksheet is to be completed by you and discussed with your site supervisor (the form is included in the syllabus packet). It articulates and describes your service and learning goals for your involvement at your community service site and the activities you will be engaged in during your time there. This agreement should include the days and times you will be working at your site.

Please give one copy of this agreement/form to your supervisor, one copy to your TA, turn one copy into us, and keep one for yourself (4 copies).

In the syllabus packet you will also find a Community Involvement Activity Record. Please utilize this form to keep track of service hours and corresponding activity throughout the quarter. At the end of the quarter, this record will be due finals week.

2) Reflective Reaction/Question Cards

[Due Weeks 2 through 10 in class - 9 cards]

You are encouraged to keep a personal journal during the course as a way for you to reflect on and make meaning of your service experience at your community site, in class discussion, and through the readings. You will be asked to highlight reactions from your reflections through construction of Reflective Reaction/Question Cards. The content of the cards should include meaningful reactions and insights you have drawn from the previous week's reading, service, and class involvement along with questions that have surfaced. Your reflections are to be written on 5"x8" notecards. The reflective notecards are to be turned in to your TA each week at the beginning of class. Additional guidelines for the Reflective Reaction/Question Cards are provided in the syllabus packet.

3) Essays (3)

[Due week 4, week 7, week 10]

Reflective essays described below should be approximately 3-5 pages in length.

The essays should reflect an integration of your service-involvement, class discussions, and reading. **The What? and Now What? papers should use at least 6 citations from a variety of the assigned readings.**

Who Am I?—Please write an essay in which you discuss who you are in terms of the communities in which you are a member. More specifically, think about and describe who you are in terms of race, ethnicity, class, gender, sexual orientation, ability/disability, religious background, national origin, etc. What groups/communities are or have been different for you? For whom are you different? Describe a time when you interacted with others different from yourself — how did you feel and what did you think about? How do/did stereotypes influence your sense of others as different and of your sense of self as different. Describe what you take for granted or do not notice and how privilege or oppression might impact how you experience the world? Do you

consider yourself to be a leader? How do you describe yourself as a leader? Is there an issue(s) that you care about? [due week 4]

What?– The second paper addresses the particular issue about which your site is focused (i.e. AIDS, literacy, youth development, poverty, neighborhood services, etc.). What is the issue? Investigate why the agency you are working with exists. What is the need for this organization? Why does this need exist? Consider these questions from multiple perspectives: your own, an agency staff member's, a person who uses the agency's services, a tax payer, a class member not involved at your site, and others? What would need to happen for this organization to no longer be needed by the community? [due week 7]

Now What?–In this final reflective paper, thinking about who you are and how you relate to others, describe what difference your experience makes in who you are as a leader and how you intend to make a difference. How will you practice your leadership and for what purpose? What do you stand for? Describe your commitments and responsibilities - as they have been informed by your learning in this class - to your self, to others, to a specific organization(s) you are a member, and to the various communities of which you are a member, or not. [due week 10]

4) Letter to your community service site [due finals week]

Your community service site supervisor will benefit from hearing what you have learned from this experience after volunteering on a consistent basis for approximately 10 weeks, including what you have brought to — and taken away — from your community service site. To that end write a letter to your community service site supervisor describing what you have learned as a result of your involvement there. In addition to identifying how you have benefited from your participation, describe what you think the benefits to the community and to the service organization have been. Additional guidelines for this letter will be distributed.

Evaluation

Class/Service Attendance and Participation 10 points

Group Briefings & Presentation 10 points

Service Learning Agreement 5 points

Reflective Essays (3) 55 points (15,20, 20)

Reflective Reaction/Question Cards 10 points

Letter to Community Service Organization 10 points

Total Points 100 points

* Attendance and active participation is expected both in class and at your service site. Two points will be subtracted for each class or volunteer time missed. Site leaders/TA's are responsible for awarding these points.

Grading Scale:

A 94-100 A- 90-93

B+ 87-89 B 84-86

B- 80-83 C+ 77-79

C 74-76 C- 70-73

D+ 67-69 D 64-66

D- 60-63 E 59 and below

0Class Outline and Schedule

Week 1 Introduction to course-overview and expectations

- Community service site introductions and selections

For next class-

Reading assignment: Jeffrey Adler's Commencement Address (handout)

In Watters & Ford:

American Horse (pp. 5-14)

Privileged Ones (pp. 14-24)

Corla Hawkins (pp. 176-182)

What is Poverty? (pp. 266-269)

Helping and Hating the Homeless (pp. 270-283)

The Way It's Supposed to Be (pp. 363-372)

Week 2 Entering Communities: Principles of Good Practice in Community Service

[begin discussion groups]

For next class-

Reading assignment:

Exploring Leadership — Chapters 1 & 3

Building Communities from the Inside Out-handout

Watters & Ford:

The Mending Wall (pp. 123-124)

Service Learning: Education with a Purpose
(pp. 193-199)

Service-Learning Agreement due

Week 3 Leadership in a Changing World: Building Capacity

For next class-

Reading assignment:

Exploring Leadership — Chapters 4 & 5

White Privilege and Male Privilege - handout

Watters & Ford: Breaking Silences (pp. 219-232)

Written assignment: Who Am I? paper due

Week 4 Building Communities of Difference: Encouraging Inclusiveness

For next class-

Reading assignment:

Exploring Leadership — Chapter 6

Watters & Ford:

Family Legacy (pp. 24-30)

Christmas at Home (pp. 100-103)

Week 5 Connections, Communities, and the New Commons

For next class-

Reading assignment:

Exploring Leadership — Chapter 7

Watters & Ford:

A New First Lady (pp. 92-99)
Politics... Maybe (pp. 283-285)

Week 6 Developing Lives of Commitment: Leadership and Service

For next class-

Reading assignment:

Exploring Leadership — Chapter 9

Watters & Ford:

Summer of Success (pp. 103-108)

Women, Home, and Community: The Struggle in

An Urban Environment (pp. 412-419)

Written assignment: What? paper due

Week 7 Responsible Leadership in Community Contexts

For next class-

Reading assignment:

Exploring Leadership — Chapter 8

Leadership for Social Change - handout

Watters & Ford:

Inaugural Address (pp. 89-92)

Letter from Birmingham Jail (pp. 285-299)

Week 8 Leadership for Social Change: Building Bridges from Commitment to Coalitions

- **Class Presentations**

For next class-

Reading assignment:

Exploring Leadership — Chapter 10

Review Jeffrey Adler Speech

Week 9 Building & Renewing Commitments to Leadership in Community Service

- **Class Presentations**

For next class-

Reading assignment:

Exploring Leadership — Chapter 11

Watters & Ford:

Poem for the Creative Writing Class (pp. 142-143)

Written assignment: Now what? Paper due

Week 10 Summary: "Who Can Keep Us Caged?"

Course Evaluations

Due Next Week: Letter to Community Service Agency and Community Involvement Activity Report [Due by noon on Monday, finals week to Kathy Hill at 314 Ramseyer Hall]