

## L. COMMUNITY INVOLVEMENT

**SOW 2054, COMMUNITY INVOLVEMENT:** (*Prerequisite: Appropriate reading and writing scores on the entry level placement test.*) Provides the student with a unique opportunity to examine community service and citizenship in many different facets of our diverse community through both practice and critical reflection. This is a designated diversity infused course.

### ***Course Activities/Topics***

**August 23**

#### **Introduction to Course and Self**

To Do: Review course criteria  
Mutual expectations  
Service opportunities/choices  
Documentation forms

Read: Service-Learning: A Vital Link  
Journal Guidelines and Format  
Service-Learning Plan  
Examples

Community: Definitions

For next class- Read: The Power(overview of service-learning)  
The Moral Equivalent to War, p28-32  
Write: One page critique of Moral Equivalent

VISIT SERVICE-LEARNING OFFICE: application, choose volunteer site/project

**August 30**

#### **Introduction to Service-Learning**

To Do: Discuss Service-Learning Basics  
Discuss Moral Equiv. of War/Hand In Critique (dq. # 1)  
Examine Journal Writing

Community: Define Service-Learning; Why Service Site Choice?

For next class- Read: The Garden Party, p16-26 and Community,p27  
Reflection section  
Write: Mansfield, questions 1, 4, & 5, (dq. # 2)

NOTE: dq = Discussion Questions or written assignments to be turned in for 15 points each

VISIT THE CSL TO COMPLETE APPLICATION, CHOOSE SITE

**September 6**

#### **Getting the Most from Your Experience**

To Do: Discuss Garden Party, turn questions in  
Discuss Reflection Methods information  
Practice: Service-Learning Plans

Community: Form communities and Define COMMUNITY

For next class- Read: Basic Guidelines for your Performance  
Write: Opening Impressions: real or imagined

September 13

**Be the BEST that YOU/WE Can Be**

To Do: Placement Confirmation, SL Plan Status  
Discuss Tenets of Good Performance  
Discuss Rights/Responsibilities, Common Concerns  
Community: Opening Impressions: Sharpen those Colombo Skills  
For next class- Read: Assessing Community Needs  
Communication Skills  
Write: Service-Learning-Plan completion,  
Communication self assessments  
Study: Exam I

September 20

**Reciprocal Helping and Communication Skills**

To Do: Helping skills Practice/Assessments  
Journal check, sample turned in

***PLACEMENT CONFIRMATION DUE***

How diverse is your site?

***EXAM I***

Community: Journal Entry Experience: Compare with others  
For next class: Read: Jane Addams and Mother Teresa articles  
Write: Addams, questions 1, 2, & 4 (dq. #3)  
Teresa, questions 2, 3, & 5 (dq. #4)

September 27

**Community Involvement Issues**

To Do: Discuss Jane Addams, turn questions in  
Discuss Mother Teresa, turn questions in  
Exam I results discourse

***SERVICE-LEARNING PLAN DUE***

Discuss Charity to Justice Intro: Where Do You Stand?  
Mandatory SL Community Paper/ Dialogue Guide  
Community: Mandatory SL Task Discussion  
For next class: Research Articles on Mandatory Service-Learning  
Meet with community members  
Write: Joint Community Position Paper  
Prepare Debate Presentation

October 4

**Community Gatherings to Prepare for Great Debate**

***NO FORMAL CLASS*** How is your journal? Are you meeting your learning objectives?

October 11

**To Serve or Not to Serve? That is the Question.**

To Do: The great debate on mandatory service  
Turn in community position paper  
For next class: Complete seminar debriefing questions p36  
Refer to Presentation Guidelines, p167

October 18

**NO CLASS: COLLEGE PROFESSIONAL DEVELOPMENT DAYS**

October 25

**STUDENT PRESENTATIONS**

PRESENTATIONS To Do: 3-5 minute presentation about your service-learning experience! Use debriefing questions as guidelines.

For next class: Read: So What? Does Service-Learning Really Foster Social Change

Bill of Rights in Action: Free Speech and Gandhi  
Write: So What? Does Service-Learning Really Foster Social Change? Agree or disagree? Why?

One page critique (dq. # 5)

Bill of Rights: answer questions to EITHER Free Speech or Gandhi articles (dq. #6)

**OCTOBER 31: LAST DAY TO WITHDRAWAL WITH GRADE OF "W"**

November 1

**To Serve or Not to Serve?----- Continued**

To Do: Journal check

***MID-TERM PERFORMANCE EVALUATIONS DUE***

Discuss So What? Turn in Critique

Discuss Free Speech/ Gandhi, turn in questions

Study for Exam II

Community: Charity to Justice, debriefing #2,  
Charity to Justice Continuum

For next class: Read: Charity to Justice Case Study #2  
Everyone Can Make A Difference  
Wheels of Involvement

November 8

**Community Involvement Opportunities**

To Do: Discuss: Everyone Can Make a Difference  
and Social Change Wheels

***EXAM II***

Community: Charity to Justice: Case Study #2

For next class: Read: Leader and Service, Levels, Philosophy,  
Leader/Non-Leader Characteristics, 4-V Model  
Write: Why I AM a Leader? One page self portrait  
(dq. #7)

November 15

**Leadership and Community Involvement**

To Do: Discuss: Self Portraits of Leadership, turn in portrait  
Leadership and Service Link, 4-V Model, Exam II

Community: Most Important Characteristics of a Leader  
Core Values Exercise

Profile of an Admirable Individual, p145-146

For next class: Read: Kozol, Savage Inequalities and  
Cole, Filtering People

Valuing Similarity and Diversity, notes-Whittmer  
Write: Kozol, questions 2, 3, 4 & 5 (dq. #8)  
Coles, Filtering exercise questions, (dq. #9)

November 22

**Valuing Unity and Diversity**

To Do: Discuss Kozol article, turn in questions  
Discuss Coles article, turn in questions  
Discuss Valuing Similarity and Diversity  
Community: Personal/Social Distance Exercise  
For next class: Read: What Can One Person Do?  
Civic Participation Skills, New Student  
Politics, Become a Voice Not an Echo  
Write: What does the article: *Become a Voice,*  
*Not an Echo*, mean to YOU (dq. #10)

November 29

**Citizenship Skills and Involvement**

To Do: Discuss and complete parts of Civic Literacy Quiz  
Discuss Become a Voice Not an Echo  
Discuss the Skills of Citizenship

**Course Evaluations**

Community: What makes a good citizen?  
For next class: Read: Final Presentation Guidelines  
Do: Prepare for 5-8 minute Oral Presentation

**CHECK POINT: JOURNAL and FINAL ESSAY**

**COMPLETE ALL SERVICE DOCUMENTATION FORMS**

December 6

**The Final Harvest: Part I**

To Do: FINAL PRESENTATIONS

December 13

**The Final Harvest: Part II**

To Do: FINAL REPORT EXAM  
Turn in Journal, Final Essay, Hour Report and  
Final Performance Evaluation  
Community: The Box  
Service-Learning Questionnaire Completed  
Course Feedback

**REMEMBER**

If the world was a town of 1,000 people: There would be 564 Asians, 210 Europeans, 86 Africans, 80 South Americans, 60 North Americans. In this town there would be approximately 100 gay men/lesbian women. And in this town, 700 would be illiterate and 500 would be hungry.

## FACT SHEET

### THANKS FOR YOUR INVOLVEMENT!

#### 1. Seminar Attendance

Class attendance is a vital component of this course. This class meets for **90** minutes each week.

The BCC policy is that an instructor may assign an "F" grade if you miss over 15% of the class time, therefore, if you miss over THREE classes in this course you could hurt your chances for a good grade.

In case of emergency, **students can make up one class** by making arrangements with the instructor.

#### 2. Service-Learning Experience

Students are required to complete 32 hours of volunteer work at a placement site of their choice. The Center for Service-Learning, 10-213, will handle your placement and give you the needed service documentation forms. If you do not or **cannot** complete the requisite 32 service hours, an incomplete grade will be given to you if you have passed the other grading criteria.

#### 3. Gordon Rule

**There is a 3,000 word writing requirement for this course.** Journal entries, classroom writing activities, debriefing exercises, and answers to discussion questions will all count toward meeting this requirement.

#### 4. Reflective Written Work

Reflection, especially in writing, is a key component of "harvesting" your service experience. Your personal "painting" of your service-learning experience will not be shared with others unless you choose to do so. Detailed guidelines for successfully writing your journal and summary essay **ARE INCLUDED** in your **Readings Booklet**. Reflection samples of journals and service-learning plans are also included.

#### 5. Withdrawals

The student is responsible if he or she wants to withdraw from the course. Failure to do so will result in an "F" grade being assigned. Last day to withdraw is **OCTOBER 31, 2006.**

#### 6. Incompletes

An incomplete will be assigned if a student has completed the **majority** of required work and seminars but has to quit attending near the end of the term for personal, medical emergency or other extenuating circumstances.

#### 7. Service-Learning Portfolio

Please store your journal, final journal essay, and documentation of service forms in the **PORTFOLIO** folder provided by the CSL. Be sure to bring the portfolio and **Readings, Ramblings, Handouts Booklet** to class



SCORE SHEET  
COMMUNITY INVOLVEMENT  
STUDENT ACHIEVEMENT OF LEARNING OBJECTIVES AND EVALUATION

STUDENT NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_  
\_\_\_\_\_

PROJECT:

\_\_\_\_\_

SEMESTER:

\_\_\_\_\_

SUMMARY OF LEARNING OBJECTIVES (take these from the Service-Learning Plan)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

EVIDENCE OF CHIEVEMENT:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

COMMENTS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<p>POSSIBLE POINTS</p> <p style="text-align: center;">285</p>    <p>ATTAINED POINTS</p> <p style="text-align: center;">[ ]</p>	<p><u>EVALUATIVE CRITERIA:</u> <span style="float: right;"><u>SCORE:</u></span></p> <p>CLASS PARTICIPATION AND REFLECTION ACTIVITIES:</p> <p><u>SIXTEEN CLASS SESSIONS, TEN POINTS EACH (160)</u></p> <p>CIRCLE</p> <p>1, 2, 3 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 _____</p> <p><u>MID- PRESENTATION</u> (25) _____</p> <p><u>FINAL PRSENTATION</u> (75) _____</p> <p><u>COMMUNITY PRESENTATION</u> (25) _____</p>
<p>POSSIBLE POINTS</p> <p style="text-align: center;">250</p>    <p>ATTAINED POINTS</p> <p style="text-align: center;">[ ]</p>	<p><u>EXAMINATIONS:</u> <span style="float: right;"><u>SCORE:</u></span></p> <p>1. EXAM I (50) _____</p> <p>2. EXAM II (50) _____</p> <p>2. FINAL EXAM/REPORT (150) _____</p>
<p>POSSIBLE POINTS</p> <p style="text-align: center;">475</p>    <p>ATTAINED POINTS</p> <p style="text-align: center;">[ ]</p>	<p><u>REFLECTIVE WRITTEN WORK:</u> <span style="float: right;"><u>SCORE:</u></span></p> <p>1. Service-Learning Plan (50) _____ (5<sup>th</sup>/6<sup>th</sup> week)</p> <p>2. Journal (225) _____</p> <p>3. Discussion Questions (150) _____ (15) EACH</p> <p>4. Community position paper (50) _____</p>

<p>POSSIBLE POINTS</p> <div style="border: 1px solid black; width: 50px; margin: 5px auto; text-align: center; padding: 2px;">350</div> <p>ATTAINED POINTS</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 5px auto;"></div>	<p><u>THE SERVICE EXPERIENCE:</u>                      <u>SCORE:</u></p> <p>1. Hours Completed/                      (200) _____           Volunteer Hour Report</p> <p>2. Mid-term Performance                      (75) _____           Evaluation</p> <p>3. Final Performance                      (75) _____           Evaluation</p>										
<p>POSSIBLE BONUS POINTS</p> <div style="border: 1px solid black; width: 50px; margin: 5px auto; text-align: center; padding: 2px;">10</div> <p>ATTAINED POINTS</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 5px auto;"></div>	<p>BONUS BOX</p> <p>_____ CSL Questionnaire (last seminar) [ 10 points ]</p>										
<p>TOTAL POSSIBLE POINTS</p> <div style="border: 1px solid black; width: 50px; margin: 5px auto; text-align: center; padding: 2px;">1,360</div> <p>ATTAINED POINTS</p> <div style="border: 1px solid black; width: 50px; height: 20px; margin: 5px auto;"></div>	<p><u>GRADE:</u> _____</p>  <p><u>COMMENTS:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 50%; padding: 5px;">1,224+</td> <td style="border: 1px solid black; width: 50%; padding: 5px;">A</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">1,088+</td> <td style="border: 1px solid black; padding: 5px;">B</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">952+</td> <td style="border: 1px solid black; padding: 5px;">C</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">816+</td> <td style="border: 1px solid black; padding: 5px;">D</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">815-</td> <td style="border: 1px solid black; padding: 5px;">F</td> </tr> </table>	1,224+	A	1,088+	B	952+	C	816+	D	815-	F
1,224+	A										
1,088+	B										
952+	C										
816+	D										
815-	F										