

UC 1000 / QUEST SYLLABUS

Service Learning

FALL 2007

Room #: CR3011 Days/Times: Tues. 2-2:50 pm or 4 – 4:50 p.m.

Mission Statement

The mission of The University of Toledo is to improve the human condition and advance knowledge through excellence in learning, discovery, engagement and service as a diverse, student-centered public metropolitan research institution.

Core Values:

*Compassion	*Discovery	*Diversity	*Learning
*Engagement and Service		*Excellence and Innovation	
*Health	*Honesty, Integrity and Ethics		*Teamwork
*Professionalism	*Respect		*Student-centered

Instructor: Rose Marie Ackerman, MS, MA

Office: CR Suite 3402, The Crossings

Office Phones: (419) 530-1230 or (419) 530-1250

Email: RoseMarie.Ackerman@UToledo.edu

Office hours: By appointment

TEXTBOOK AND REQUIRED MATERIALS

**WebCT access

**A Planner

**UTAD account

**Three-ringed binder or folder

COURSE DESCRIPTION

This course will enhance the educational experience of the first-year student. You will combine orientation to university life with the integration of important information and success strategies. In addition, this course will provide you with an overview of programs, resources, events, and traditions at UT.

COURSE OBJECTIVES AND OUTCOMES

In this course, you will:

1. Learn about The University of Toledo, its traditions, resources, activities, programs, and services and increase community commitment.
2. Learn and integrate information necessary to make a smooth transition from high school to college.
3. Discuss and implement practices that improve success in college and the workplace, including time management skills.
4. Learn about academic advising, planning, scheduling, and academic programs offered at UT.
5. Explore wellness issues offered to college students at the university.
6. Participate in special programs designed for first-year UT students.
7. Develop a working knowledge of the campus webmail and WebCT.
8. Participate in reflective journaling to enhance critical thinking skills.
9. Be challenged and supported through-out the service-learning experience.
10. Assist in transforming a single activity into further community involvement and/or broader issue awareness.

Journal # 5 The Players

Describe who you work with (other workers and clients), their lives, their views, their goals in life. How do their goals, views, or lives differ from yours? Why do you think this is? How are they the same? Why do you think this is? How do you feel about this?

Journal # 6 The Plot

What activities have you been doing with the persons, both workers and clients, with whom you have been working? Describe your relationships. Is there an early experience that has made an emotional or cognitive impact on you? Describe that experience and reflect of your feelings or thoughts about it.

Journal # 7 The Plot Thickens

How do the people with whom you work (clients and workers) react to you? Cite specific examples. How does this reaction make you feel? Is this what you expected? Why or why not?

Journal # 8 The Action

How do you think your presence in the community impacts the persons (clients and workers) with whom you work? Do you feel you are making a difference at your site? What impact has this experience had on you so far? Illustrate your points with specific experiences you have had this semester.

Journal # 9 The Script

Describe in some detail a session you have had, including bits of conversation. What is the significance of that which you have described?

Journals # 10 & 11 Your choice

Pick a topic from below that you did not discuss or a different situation or activity that you feel made an impact on you and your experience.

***Journal # 12 Critique and Analysis**

After being in the community for several weeks now, how have your initial impressions been altered? Discuss the changes. If they have not changed, describe observations that confirmed initial impressions. Write a summary on your experience over the semester. What was learned by both you and the person(s) with whom you worked? Include special experiences or highlights you might have had

*** These journal assignments must be answered by everyone.** You may find that questions 4 - 9 are not appropriate for your particular site or you may have something else you would rather write about. Perhaps something significant and timely happened that particular week and the pre-set questions just didn't get to the heart of the matter. In these cases you may instead choose to answer one or more of the following questions. Remember, answers still must be approximately 500 words.

Alternative Journal Reflection Questions

1. What was the best thing that happened today at your site? How did it make you feel? What things did you like the least about today at your site?
2. What compliments did you receive today, and how did they make you feel? What criticisms, if any, have you received? How did you react to them?
3. How have you changed or grown since you began work at this site? What have you learned about yourself and the people you work with?
4. How does volunteering make you feel? Happy? Proud? Bored? Why do you feel this way?
5. Has this experience made you think about possible careers in this field? What jobs might relate to this experience?
6. What kind of new skills have you learned since beginning to work at this site? How might they help you in future job searches?
7. What have you done this week that makes you proud? Why? Has your experience been a rewarding one for you? Why or why not?

Final Synthesis Paper- DUE at last meeting

Part 1 - Consider your life view before and after this service-learning experience. Examine your underlying assumptions that you held coming into this class. Look at the assumptions that were challenged, changed, confirmed, or modified. Explain your life view before and after this course in terms of these assumptions. Your first journal assignment and your discussion at the service learning site are valuable resources for this assignment. You will find it helpful to reread your responses before writing your final paper.

Part 2 - Examine what or who most influenced your thinking during this experience. How did the experiences you encountered challenge, change or confirm your life assumptions? How might you use this experience to make an impact on your family, your roommates, your college community, your home community and your little corner of the world?

Additional resources:

Brandon Donelson-Sims, CR1104, or 419.530.6159 (SU 3020)

(bdonels@utnet.utoledo.edu)

Service Learning website <http://www.servicelearning.utoledo.edu/>

Service Learning Office - SU 3020

(Adapted from University of Illinois at Springfield, Service-Learning, 2007)

CLASSROOM POLICIES

NO food is permitted in class. Please **turn off** and remove all cell phones, miscellaneous electronic devices, I-Pods, and personal stereos. Guests are not permitted in class. Be respectful of your fellow students and instructors. Inappropriate language to fellow students and/or instructors will not be tolerated and is cause for dismissal from class.

ACADEMIC HONESTY

Classroom and internet behavior will be consistent with the policy written in the University general catalog pages 29-30. Cheating, plagiarism or other forms of academic dishonesty will not be tolerated. Anyone found violating these policies will be dealt with through the Office of Judicial Affairs.

ATTENDANCE POLICY

Attending class is an important component of college success. Studies have shown a strong correlation between class attendance and grades earned. Taking part in classroom activities and discussion is a large part of the FYI course. *We need you to be here to make this a valuable experience for all of us.* Class attendance is one of the *keys to being successful* at UT. Any time **after 5 minutes** of class start time is considered to be a "late admit" and will not receive full credit for the day.

Attendance will be taken at the start of every class. You are expected to attend **EVERY** class. If you must miss class, please notify me by phone and/or email on the day of the absence (or as soon as possible in the case of an emergency). You are permitted **ONE** absence without it affecting your grade. Any other missed classes will result in a lower grade for the semester. Excused absences are defined in the University's Missed Class Policy. This can be found on UT's web page <http://www.utoledo.edu/policy/index.asp?id=87> in the Policy Manual section. Approval of written (emailed) excuses will be at my discretion. If you miss class and fail to follow these steps, you will have **FIVE** points deducted from your grade for **EACH** unexcused absence. If you have an **EXTREME** emergency, please contact me as soon as possible.

Attendance means being in class **ON TIME** and for the **ENTIRE CLASS**. It also means being awake and participating in the class, **NOT** sleeping, reading, text-messaging, or doing other assignments.

FACULTY TARDINESS POLICY

Instructors at The University of Toledo should show both personal consideration and professional responsibility in their punctual and consistent attendance at all scheduled session of their assigned courses. When situations arise that prohibit an instructor from attending a scheduled class session or that necessitate a class start time be delayed, the instructor should make all reasonable efforts to inform the students in the class of the change as soon as possible.

If by chance your instructor fails to arrive on time to class, and **if** the class has received no notification from the instructor concerning a later class start time for that date, students must wait in the class location for **15** minutes from the scheduled class start time. If the instructor has not arrived in that time, the students may leave.

In such a case, the students are not to be penalized in terms of grading or any other punitive action by the instructor.

EXPECTATIONS AND ASSIGNMENTS

You are expected to attend every class period. I expect **active participation** in every class! **Weekly** assignments will be expected to be completed **before** class. If you are absent, it is **your** responsibility to get caught up in **all** aspects of this course. Late work will **NOT** be accepted. Assignments are to be submitted when they are due.

If you are to miss a class, and you know in advance, you may email your assignment to me. Assignments will **NOT** be accepted **LATE** for **ANY** reason unless arrangements have been previously made in advance.

SPECIAL ACCOMODATION

There are services available at the Office of Accessibility, 1400 Snyder Memorial, 419-530-4981 (419-530-2612 TTY) for students who have documented disabilities. Please let us know if we can be of assistance to you in identifying and taking advantage of any services of the appropriate accommodations and services. We are happy to help!

READ & REPLY

You will receive a question at your WebCT address. You must reply to the email in order to get credit. Each reply is worth 5 POINTS. I will send the emails by 5 p.m. on Wednesday of each week beginning with SESSION ONE. You must respond to the email by the following **Monday by 11:55 p.m.** For example, you will receive an email by August 22, 2007 by 5:00 p.m. You must respond by 11:55 p.m. on Monday, August 27. **NO** one will see these responses except me.

When writing your Read & Replies, please be respectful, you are writing to a faculty member, remember to use proper punctuation, spelling, capitol letters, and grammar, as warranted. These are a representation of you and you always want to "put your best foot forward".

GRADING

100-93%	A	250 - 232 pts	82 - 80%	B-	206 - 200 pts.
92 - 90%	A-	231 - 225 pts.	79- 77%	C+	199 - 192 pts.
89 - 87%	B+	224 - 217 pts.	76 -70%	C	191 - 175 pts.
86 - 83%	B	216 - 207 pts.	69 - 0%	NC	174 - 0 pts.

ASSIGNMENTS

Completed and graded assignments must be kept in a three-ringed binder or folder. Record due dates in your planner or on an Assignment Sheet.

ASSIGNMENTS

Attendance (including 2 meetings) & Class Participation	30	
Read and Reply (8 x 5 pts) & Journals (8 x 10 pts)	120	
Alternate: (SL Journals – 12 x 10 pts)		
Assignment Sub-total:		150
Additional Daily Assignments:		
Contract of Understanding	5	
Personal Information	5	
Library Literacy worksheet	10	
Advising Scenarios	5	
Schedule/Core Curriculum	10	
Academic Success	5	
Learning Styles questionnaire	5	
Fair Game / Academic Integrity	5	
Time Management	5	
DARs – “What If...”	5	
Calculating GPA's	5	
Money Matters - Budgeting	5	
Goals	5	
I'm Okay, You're Okay - Diversity	5	
Campus Resource Presentation- Service Learning	20	
Additional Assignments Sub-total		100
TOTAL POSSIBLE SEMESTER POINTS		250

SERVICE LEARNING

Working with the Northriver Weed and Seed organization, you will work with inner city school children with tutoring, understanding themselves and their community and develop a rapport with the students through programs, activities and discussions for the semester. Reflection is a major component of any service learning experience. Reflective journaling will help you understand the meaning and impact of your efforts in the community and with those you will be working.

You will be asking yourself “What am I doing and why? What am I learning?” Reflection leads to self-assessment and assists you in becoming a more independent learner.

- ♦ All papers must be typed and double spaced, using 12 pt. font, Times New Roman, Rockwell or Georgia.
- ♦ Each paper must be approximately 500 words in length.
- ♦ At the top of each paper, include the Journal #, and the question you are answering.
- ♦ Although papers will not be graded for grammar, a paper that is unclear in meaning will be marked down accordingly.
- ♦ **There is no right or wrong answer.** I am interested in your thoughts and how you applied your thoughts and feelings to your experiences being clearly expressed.

PROMPTS FOR REFLECTIONS

Reflection papers are used to describe your feelings about a subject. These prompts will assist in answering questions about the subject, giving you a place to begin. Spend more time explaining how you felt about the subject, how it made you feel, or how your attitude may have been changed after the presentation. We are looking how something may, or may not, have changed your attitude on a subject. This is where your open-mindedness to others and other ideas comes to play in college and assist with your development.

If you did not like the presentation, take time to address solutions for the way it was presented, the topic or offer other suggestions you feel might have enhanced your experience or other questions you may have on the subject.

Each prompt should require at least 3 - 5 sentences each (one paragraph). This should guarantee a one-page summary reflection per event.

1. Describe the event you chose to attend, date it was presented, where it was held, who presented, what it was about.
2. Describe what you knew about the subject matter before you attended. What were your pre-conceived notions of the subject matter?
3. Describe three (3) specific things (good or bad) that you learned from the presentation that you did not know before attending and how these will help (or not) at UT.
4. If you did not feel this presentation was helpful, explain how and what you could do to make it a better presentation. What changes would you suggest to make it a better presentation? Offer suggestion for a solution and be a part of making things better for all.
5. How did the presentation change your attitude about the subject matter? What do you feel about the subject now? How can you use this new knowledge? How will this help you here at UT?
6. What further questions do you have that were not answered by the speaker? Where do you think you might get some answers? Who do you think you might talk to about this subject?
7. Who might you share this new information with? How might you apply this new information during your college experience?

NOTE: Last class will be for course evaluation, final group discussion, etc.

Syllabus tentative and subject to change.

(8/14/07) RMA



Service Learning Component

WK	DATE	FYI THEME	ASSIGNMENTS	DUE DATE
1	8/21	"First Week @ UT" Class Introductions/Overview – WebCT Getting to know you Icebreaker or other	*Contract of Understanding *Personal info sheet *Journal #1 - "All About Me"	
2	8/28	"Library Literacy" *Meet in Room 2019 with Tom Atwood* BE ON TIME!! <i>Campus Rules (Check FYI calendar)</i> http://utfyi.utoledo.edu/calendar.shtml	*Library quiz – due end of class *Library Scavenger Hunt	*Contract of understanding *Personal Info *SL Journal #1 *Read & Reply due 8/27 11:55pm
3	9/4	NO CLASS – LABOR DAY OFF <i>Attend Student Activity Fair</i>		
4	9/11	Adviser Visit – Schedule Builder Web Site http://et791.ni.utoledo.edu/schedulebuilder/index.php **Meet in RH1550** Register on line – DARs <i>Life @ College Part 1</i> <i>Financial Responsibility</i>	*Do Learning styles Questionnaire, bring results to next class *Core Curriculum *Life @ College - I summary	*Library Scavenger Hunt (extra credit) *SL Journal #2 *Read & Reply due 9/10 by 11:55pm
5	9/18	"Learning Styles / Fair Game / Academic Honesty" http://utfyi.utoledo.edu/academicintegrity.shtml <i>LEC Olympiad: A week of fun, interactive, informative workshops designed to help you study more effectively, reduce stress, build confidence, to live a healthy lifestyle and much more (September 17-21). You must attend ONE LEC Olympiad and write summary (DO NOT BE LATE!!)</i> www.ucollege.utoledo.edu/lec	* LEC Summary	*Read & Reply due 9/17 by 11:55pm *Core Curriculum *SL Journal #3

WK	DATE	FYI THEME	ASSIGNMENTS	DUE DATE
6	9/25	"Academic Success" http://utfyi.utoledo.edu/academicsupportservices.shtml <i>Enhanced Learning opportunities</i>	*Pie chart BEFORE next session	*SL Journal #4
7	10/2	"Time /Lifestyles Management" http://www.studygs.net <i>Life @ College Part II</i> <i>Homecoming</i> <i>Banned Booked week</i>	*Life @ College – II Summary	*Pie chart *Read & Reply due Mon. 10/1 by 11:55 pm *SL Journal #5
8	10/9	Midterm Evaluation - no class Individual meetings <i>First Read Author (Oct. 11)</i> ** Bring Life @ College II Summary to meeting**		*SL Journal #6 *Read & Reply due Mon. 10/8 by 11:55 pm
9	10/16	Fall Break – no classes Mon /Tues.		
10	10/23	"Goal Setting / Finances /Budgets" <i>Life @ College Part III</i> http://utfyi.utoledo.edu/calendar	*Life @ College-III Summary	*SL Journal #7 *Read & Reply due Mon. 10/22 by 11:55 pm
11	10/30	Diversity film / activity "Diversity" On a Roll (PBS movie) or other <i>(10 Commandments – Greater Ability Center of Greater Toledo)</i> http://diversity.utoledo.edu/index.asp?id=210		*SL Journal #8 *Read & Reply due Mon. 10/29 by 11:55 pm
12	11/6	Attitude / Positive Self-Imaging / Leadership <i>UT Rocks (11/6/07 only)</i>		*SL Journal #9 *Read & Reply due Mon. 11/5 by 11:55 pm
13	11/13	Campus Resources Presentations http://utfyi.utoledo.edu/campusresources.shtml		*SL Journal #10

WK	DATE	FYI THEME	ASSIGNMENTS	DUE DATE
14	11/20	Campus Resources (con't) http://utfyi.utoledo.edu/campusresources.shtml OR "Study Abroad" OR "Teamwork and Leadership" Possible Assignments: The website http://www.studygs.net has a section called "Learning with others" that has excellent information for students.		*SL Journal #11 * Last day for extra credit acceptance *Read & Reply due Mon. 11/19 by 11:55pm
15	11/27	Final Meetings/Make Up day		*SL Journal #12

Journal Assignments – Personal reflection (*Required reflections)

Possible reflections include: What am I feeling? Why did I react the way I did? How might I react differently next time? What am I discovering about myself that I didn't know before? Can I make a change at this site? How else might I use this knowledge I am gaining to make a difference on campus, in my home community or work community?

***Journal # 1 Who Am I?**

Personal discovery and growth are important aspects of this experience. It is vital that you begin with who you are. What do you believe in, what values and/or morals do you hold dear, what is important in your life, what type of person do you want to become, what codes govern your behavior, what role does education play in your life, what defines you as a person, what sets you apart from others?

***Journal # 2 What is service?**

Take some time to think about an instance when you were the recipient of service - when someone offered you help. In a paragraph, of about 200 words, describe the situation that required the service of the other person, who helped you, how they provided the service. Remember how you felt when you were in need and how your feelings changed once you were served. Now write a similar paragraph of similar length about how you provided service to another person. Then, reflecting on both instances, give your definition of service.

***Journal # 3 Pretend you are poor**

Imagine yourself alone, destitute, at the end of your rope, with no where to go. You are homeless, penniless, have no job and no longer have contact with your family. How did you get to this point? Tell the story of your life and explain how you came to be in this situation.

Journal # 4 The setting at your service learning experience

What are your most vivid first impressions of the site? Describe the setting, the people, the actions you took or didn't take, positive and negative feelings you are having.