

# Syllabi Introduction

## Preparing the Syllabus: The Fundamentals of Course Construction

To be truly effective and to minimize the potential for harm, service-learning must be well planned and integrated into the course syllabus with a clear sense of how to structure the service component and why this service activity is being utilized in this course.

***How to structure the service component:*** Define the nature of the service and introduce a service model for the course. For example, will students perform community-based action research, problem-based service-learning, or pure service?

***Why this service activity in this course:*** Define the service placement or project in the context of the course and the discipline.

There are four basic principles that should guide faculty in organizing and constructing a service-learning course:

***Engagement:*** Does the service component meet a public good? How do you know this? Has the community been consulted? How? How have campus-community boundaries been negotiated and how will they be crossed?

***Reflection:*** Is there a mechanism that encourages students to link their service experience to course content and to reflect upon why the service is important?

***Reciprocity:*** Is reciprocity evident in the service component? How? Reciprocity suggest that every individual, organization, and entity involved in the service-learning functions as both a teacher and a learner. Participants are perceived as colleagues, not as servers and clients. (Jacoby, 1996 p.36)

***Public Dissemination:*** is service work presented to the public or made an opportunity for the community to enter into a public dialogue? For example: Do oral histories students collect return to the community in some public form? Is the data students collect on the saturation of toxins in the local river made public? How? To whose advantage?

Once faculty have addressed these four principles, they should begin to plan the manner in which the service component will be presented in the syllabus. The presentation of service in the syllabus can be critical in shaping the educational outcomes for the course. Service cannot be presented as a mere sidebar to the course; rather, the syllabus should explain why this kind of service is a part of the course.

This requires instructors to think about the explicit connections between their course and departmental objectives; between the university's mission and the community's expectations; and, perhaps most importantly, between their goals and their students expectations (Woolcock, 1997 p. 10). These connections are further clarified for students in how faculty structure the service component in the syllabus. This is most often evident in how faculty conceptualize the course within a specific service-learning model.

# The Six Models of Service-Learning

Whether creating a new course or reconstructing an existing course using service-learning, faculty should explore the appropriate model of service-learning. While one could argue that there are many models of service-learning, we feel that service-learning courses can basically be described in six categories:

<a href="#">“Pure”</a>	<a href="#">Discipline-Based</a>	<a href="#">Problem-Based</a>
<a href="#">Capstone Courses</a>	<a href="#">Service Internships</a>	<a href="#">Action Research</a>

## “Pure” Service-Learning

These are courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline.

**Example:** California State University at Monterey Bay  
Service Learning 200: Introduction to Service in Multicultural Communities:  
Course Focus: Youth and Elderly

**Purpose:** To prepare students for active and responsible community participation. To learn the skills, knowledge and competencies necessary for this type of participation, students will engage in an on-going process of service and reflection throughout the semester.

**Community-Based Assignment:** With faculty guidance, students will choose a service site that will allow them to learn about themselves and their community. For a minimum of three hours a week, for 10 weeks, students will be engaged in the work of a local community agency, school, or other organization. In addition to hands on work, time at the agency site will be spent observing, listening, and engaging in dialogue with community members.

One of the purposes of the community placement is to afford students direct experience in a community or sector of a community with which they do not have previous experience, and which they may have initially perceived as ‘other.’ • The topics this section will focus on are infants, children, young people and people who are elderly. Some course readings, class discussions and activities and all placements for this section will focus on these topics. Several community agencies have agreed to serve as site placements for this section. Students will have the opportunity to learn more about them from class discussions and from the Service Learning Placement catalog distributed the third week of September. Students will be able to meet with agency staff at the Placement Fair held September 20.

Time spent in the classroom and in the community is of equal importance.

**Related Assignment:** Weekly journal, three service learning projects (one per month) with related essays. Final group service presentation (to be designed by students in conjunction with faculty)

# Discipline-Based Service-Learning

In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding.

**Example:** Sacred Heart College

History 252: Medieval Europe

**Purpose:** This course aims to study the development of a distinctly European Western civilization that emerged from the Mediterranean and Classical world as well as other northern ‘barbarian’ • tribes. We will seek to understand the development of a distinctly ‘western civilization’ • in Europe by (1) focusing on political, economic and religious institutions, (2) by looking at the ideological and cultural system and the collective mentality, and (3) by looking at a variety of people who inhabited these worlds. In the Medieval world each person had a fixed place in society, and entered their role through birth and ‘calling’ • : they had a duty to live in society in a certain way.

**Community-Based Component:** (A course option in place of a paper). You may do a student-teaching internship with sixth-graders at Winthrop School, Reed School or Moran School. Students will present units on the medieval world, work with reading skills, and design and run projects with the sixth graders.

**Related Assignment:** A written report of your experience (15 pages) is due at the end of the semester.

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Sample Assignments from Other Courses:

The examples in this category use a specific disciplinary construct from which students examine a community need. The assignments are generally focused on the service experience as opposed to completing a project. The best of these have an impact that extends far beyond the classroom. For example, the assignments in David Protes’s Investigative Journalism and Special Topics in Journalism: The News Media and Capital Punishment, allow for the possibility of immediate and powerful social action on the part of the students.

*Art: Debra McDowell, Draping.*

The service component of the course seeks to acquaint student with body measurement specifications, problem solving and the needs of disabled population

**Service Component:** Students complete 40 hours of service assisting physically impaired individuals in a variety of tasks (reading, writing letters or other agreed upon tasks).

**Related Assignments:** Students maintain weekly reflective journals and activity logs. Students must make a final presentation of an apparel or accessory product designed for their client. (The client will be in class to contribute to the discussion of the feasibility of the use of the product.)

*Composition: Eileen Schell, Writing and Learning in the Community.*

**Service Component:** Students must complete 20 hours of service. The service placement is facilitated by the campus center for public and community service. The Center assists students in finding a suitable placement, allowing them to choose from a list of non-profit organizations and agencies.

**Related assignments:** Project Portfolio #1 ”“ Setting your Action Agenda and Learning Goals. Find out about the organization and the responsibilities of the volunteer. Establish 4 or 5 learning goals, including at least one writing goal.

Project Portfolio #2 ”“ Writing about your Service Site/Service Experiences. Write about some aspect of service site or a significant incident. Should include interviews of site coordinator(s) and/or other volunteer(s).

Project Portfolio #3 “Analyzing/arguing about community issues. Address a problem and the changes economic, structural, social attitudes—that must take place in order to solve it. Must consult other sources to gain other perspectives on the issue.

The first project portfolio is not assigned until the fifth week of class, allowing the students time to complete readings, write reader responses and visit their community site before embarking on this first project.

*Composition: Nancy DeJoy, Critical Reading, Writing and Researching.*

This course is designed to assist students in formulating new understandings of our cultural and personal histories of literacy.

**Service Component:** Students tutor in local GED prep class

**Related assignments:** Students write a short paper modeled on one of the GED students’ assignments.

*Composition: Frances Payne Adler, Witnessing Welfare.*

**Service Component:** Students partner with Monterey Peninsula College’s Cooperative Agencies Resources for Education (CARE) and students enrolled in the Extended Opportunity Programs and Services (EOPS) to produce a web page and CD-ROM which builds upon the previous year’s book, Education As Emancipation: Women On Welfare Speak Out.

**Related assignments:** One poem/story and visual about the student’s community partner’s experience with welfare reform; writing (facilitated by student) by the community partner; a second poem/story about the community partner or one reflection of student’s experience

**Other assignments:** research paper that examines one aspect of welfare reform; creation of one web site for a web page with a written introduction; visuals to accompany writings; a journal, and a web page and CD-ROM.

*Education: Terri Wheeler, Multicultural Children’s Literature.*

**Service Component:** Students are required to complete 25 hours of community service in an organized storytelling or reading group in a local school.

**Related assignments:** Students must complete a reflection paper on the role of multicultural children’s literature in liberation pedagogy and its connection with the student’s personal goals.

Other course assignments: Students research children’s literatures from diverse cultures while reflecting upon their own literacy development, by researching and recounting ‘literary gems’ • —stories, rhymes, songs and anecdotes from their own families.

*Environmental Science: Laura Lee Lienk, Watershed Restoration in the Schools and Community.*

**Service Component and Related assignments:** This course asks students to share the relevance and importance of their environmental science knowledge with culturally, linguistically, technologically, and economically diverse populations. Assignments involve implementing projects or teaching course-related topics at local schools: landscaping a native plant garden, designing a nature trail, or coordinating an Earth Day event.

*Environmental Science: Eric Pallant, ES 589 Environmental Science: Sustainable Solutions*

**Service Component:** Students work in teams as a consulting group to the Center for Economic and Environmental Development at Allegheny College (CEED). CEEDS’s mission is to increase the understanding of community and regional leaders for economic and environmental decisions. CEED has identified nine environmental areas students can investigate to develop projects in cooperation with community stakeholders.

*History: John Roney, Medieval Europe.*

The course examines the medieval world focusing on the notion that each person had a fixed place in society and entered that role through birth. This ‘calling’ • assumed that each had a duty to live in society in a certain way.

**Service Component:** Students may choose a service learning option in lieu of paper. The service places students as tutors to sixth grade children in nearby schools. Students present units on the medieval world and assist children with reading skills.

**Related assignments:** Students must produce a 15-page paper detailing their service learning activities and experiences.

*Journalism: David Protess, Investigative Journalism and Special Topics in Journalism: The News Media and Capital Punishment.*

**Service Component and Related assignments:** Students create a historical profile of someone who appears to be wrongly convicted and condemned to die. Students create a case analysis of a prisoner, assessing his guilt or innocence and describing the reporting necessary to publish or broadcast a story about the case.

*Linguistics: William Labov, Linguistics 470/English 260 Advanced Topics in Narrative.*

**Service Component and Related assignments:** After examining literary narratives, including Scandinavian, Greek and Hebrew epics, medieval romances, and modern novels, with attention to differences between vernacular, literary and academic style, students will write a narrative for the teaching of reading to African American children in 2nd to 4th grades. The narratives should motivate children to read, and are to be developed in four cultural frameworks: hip-hop, traditional Southern, African-centered and Inspirational Gospel.

*Liberal Arts Elective: Ellen Messer, World Hunger, Human Rights to Food and Freedom from Hunger.*

**Service Component:** the course asks students to choose ‘a public service activity that will bring her/him personally in contact with the hungry’ • .

**Related assignments:** The course objectives ask students to analyze the political and economical concerns of producing and distributing food, the sociocultural issues of defining who has membership in the community and what constitutes food, and how that complicates the questions of basic rights. Students are asked to reflect on their service as they construct three papers that address policies in the US and other countries regarding access to food.

*Music: Bonnie Gritton, The Pianist in the Community: Career Development and Volunteerism.*

This class seeks to explore career development in music and the role of the arts (and the artist) in community and public service. The course focuses on professional skill preparation e.g., researching and describing all available job markets, preparing a professional vita, developing press kits, and exploring fund-raising techniques.

**Service Component:** Students work at local schools teaching weekly music lessons to children, preparing children for recitals, and coordinating monthly recitals.

**Related assignments:** Students keep a weekly journal describing musical goals achieved at lessons and the influence of music on child’s self discipline, sociality and self-esteem.

*Sociology: Sam Marullo, Social Movements.*

The course seeks to assist students in becoming knowledgeable of a particular social movement and a particular social movement organization (SMO).

**Service Component:** Students volunteer 3-5 hours a week at an SMO.

**Related assignments:** Students write a fundraising letter to raise money for their SMO and an advocacy piece, (a letter to the editor, congressional representative, or other institutional elite) designed to educate that person or the public on a particular issue about their movement.

**Other course assignments:** Students complete a monograph or an extensive report on a particular social movement; write a comparative paper that addresses a question about one aspect of all of the movements and present that paper; and write a final paper describing their SMO.

# Problem-Based Service-Learning (PBSL)

According to this model, students (or teams of students) relate to the community much as ‘consultants’ working for a ‘client.’ Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem; architecture students might design a park; business students might develop a web site; or botany students might identify non-native plants and suggest eradication methods.

**Example:** University of Utah  
Civil Engineering 571: Traffic Flow Theory

**Purpose:** Transportation studies encompass a wide range of disciplines. The Traffic Engineering Course has been designed to provide you with an insight into traffic control and management techniques.

**Community-Based component:** Students in this class provide a needed service: The Millcreek Lion’s Club and the county of Salt Lake have approached me requesting that I work with them to address traffic control problems in the Millcreek neighborhood. Traffic routed improperly has become a safety issue and has greatly contributed to the deterioration in the neighborhood especially for seniors and children. Too much traffic on neighborhood streets has cut off access by foot and isolated parts of the neighborhood from what used to be a more cohesive unit. Students will work with the community residents to understand the problems, then to design traffic solutions. Students will present their findings and solutions to the community and the county in public meetings and will get feedback from both as to how to continuously improve the project.

**Related Assignments:** In addition to collecting research and designing solutions (presented in a series of reports), students will write about how their designs have been influenced by community concerns.

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## Sample Assignments from Other Courses:

Problem-based service courses presume that students bring specific disciplinary knowledge to bear on a problem, thereby increasing the potential value of the service to the community. The advantage of the problem-based approach to service-learning is that it provides highly structured learning opportunities for students, often in a series of steps that move students toward developing a specific set of skills. Johanna Poethig and Ryan Sloan’s Large-Scale Digital Mural Art course for instance, asks that students complete a number of individual web assignments before embarking on the community-based group project. Likewise, D. Bloswick’s Ergonomics course asks that students complete a number of assignments that are progressively more involved, each building on the skills mastered in the previous assignments. The advantage to the community is the opportunity to access sophisticated student work that is of potentially great value.

*Architecture: Margaret DeWar, Integrative Field Experience.*

**Service Component:** This course asks students to work on community planning teams on one of three projects, with three community partners: the Gratiot Woods Neighborhood, Southwest Detroit Business Association, or Eastside Industrial Council. For example students may chose to work with housing initiatives in Gratiot Woods to address identified community needs in the areas of traffic control, assessing commercial development opportunities or developing a plan for the passing of infill housing development and housing rehabilitation.

**Related Assignments:** Students are required to make presentations to the community partners and participate in class ‘rehearsals’ □ prior to the meeting and ‘debriefings’ □ after the meetings.

*Architecture: Kazuo Matsubayashi and Roger Borgenicht, Architecture 602.*

**Service Component:** Students work with ASSIST, an independent, nonprofit Community Design Center that provides services to nonprofit and community groups as well as low income households or persons with disabilities. Students may participate in one of the following projects: Emergency Home Repair, Architectural and Accessibility Design Assistance, Community Planning and Development Assistance, Community Education and Advocacy.

**Related Assignments:** Weekly reviews of phases of the service project, two preliminary design reviews and a final presentation/report.

*Art: Johanna Poethig and Ryan Sloan, VPA 306S Large-Scale Digital Mural.*

In this course student's research public art, collect images, relevant readings and materials pertaining to public art in the community to assist them as they develop a digital mural/public art project.

**Service Component:** After completing several digital images students create one large final, digital work that seeks to inform the public about a relevant issue or community concern.

**Related Assignments:** Students must visit community sites and interview appropriate community members. Students must work together to organize their collected resources.

*Chemistry: David Henderson, Environmental Chemistry.*

**Service Component:** Students serve throughout the semester in a local business, agency or organization on a project related to a relevant environmental topic

**Related Assignments:** Students also participate in a media project working in select teams on specific environmental topics. Students research the manner in which the topic is presented in the media, and the gravity of the environmental issue to local communities.

*Communication: Michael Holmes, Communication in Organizations.*

**Service Component:** All students complete a communication needs assessment for a local organization involved in disaster response and emergency management.

**Related Assignments:** Field Progress reports, and exams.

*Communication: Rufus Cadigan, Communication 210: Basic Forms of Oral Communication.*

This course is designed to assist students in developing effective communication skills fundamental to small group discussion, interviewing, oral interpretation, story telling and public speaking.

**Service Component:** Students will research initiatives for graffiti abatement and present their findings to representatives from the city of Rockford Illinois.

**Related Assignments:** A logbook accounting for time spent on specific activities, a reflection journal and a reflection paper.

*Communication: Lynne McVeigh, Children's Television Production Workshop.*

**Service Component:** Students work with a youth group to produce media for young people.

**Related Assignments:** Students will develop public service announcements for the Fearless Theater Company, a community children's theatre. The PSA's will be part of 'Count Me In!' • a national advertising campaign designed to raise consciousness about access "the needs of people with disabilities to be provided with all the services and benefits of community life.

*Health Sciences: Sally Zieler, Health of Women.*

This class uses a 'service-based' • curriculum, with an objective of involving students in public health activism.

**Service Component:** Working in small groups, students identify, evaluate and summarize scientific research on a specific topic pertaining to the health of women with a goal of moving this knowledge to forms useful for private and public action.

**Related Assignments:** Students will write about what is known and not known about a particular health or disease experience for a readership that includes social and political advocates for health of women, local and federal politicians, and women wanting information for themselves. In partnership with the National Women's

Health Network (NWHN), the class will produce reports on up to 8 specific topics.

4 projects: 1) Domestic violence prevention, working with Dorcas Place and the Women's Center of RI, 2) Accessing alternative childbirth resources, 3) HIV and women, 4) incarcerated women, providing services in the women's prison at the ACI.

Questions to address in research: (syllabus includes a paragraph of questions/guidelines in each area) I.

Epidemiology, II. Diagnosis, III. Treatment, IV gendered experiences, V. Policy recommendations

Two 1-2 page written responses to readings

Group statement " A statement of the group project, including names, phone numbers and email addresses of group members, name of group organizer, name of project, schedule of submission of written drafts for each section, statement of how the group will meet these goals. All projects are submitted to the National Women's Health Network.

*Computer Science: Ruth Small, IST 662, Instructional Strategies and Techniques for Information Professionals.*

**Service Component:** Students identify a community organization and develop a training session related to information or technology that can benefit the organization or community constituents.

**Related Assignments:** Four assignments in different areas of instructional strategies and techniques, e.g., a distance learning mini-lesson using the web.

*Education: Kerri Heffernan, SOC 304 Sociology of Education.*

Course examines the sociological factors that are related to education, schooling and school reform.

**Service Component:** Students are paired with low-income parents enrolled in ABE, GED or ESL course at an urban Head Start facility. The pair work together for 10 weeks designing a series of weekly, family-based literacy activities that seek to reinforce particular, age appropriate literacy concepts for the parents child (children). The parent-student teams utilize different children's book each week to guide the activity. In the first five weeks the student and parent present the material together to small groups of children (including the parents child or children). After 5 weeks the student must gradually remove herself from the reading activity group, transferring leadership for the group to the parent. Students and parents are required to organize and coordinate a large family literacy celebration at the end of the 10 weeks to showcase and celebrate the children's and parents work.

**Related Assignments:** Students must complete three papers that tie the course reading into the service experience (the first paper and the third are read and evaluated by the community partner and the instructor). Students must also complete a group 'resource project' for the agency " a collection of the best projects from the 10 weeks of books (projects are voted on by the parents and the students).

*Engineering: D. Blowick, Mechanical Engineering, Ergonomics.*

**Service Component:** Students work on nine diverse ergonomic projects designed to assist an elderly population in the local community. Projects include designing: a folding/portable ramp or system to allow a person in a wheelchair to access a van, a device to help a person in a wheelchair to move from the wheelchair to a standing or semi-standing position, a device to hold a book or a newspaper for an individual with poor hand function, a stair climb assist device and a device or system to allow a user with weak hands to insert and remove plugs from the wall and/or connect a plug to an extension cord. Other projects include analyses of: patient handling in burn unit at University of Utah hospital, lifting hazards in the sterilization unit at hospital, and lifting hazards for nursing personnel in local nursing home.

**Related Assignments:** Five quizzes, one exam and project report and a project presentation.

*Environmental Science: Douglas Thompson, Environmental Studies/Geophysics, River Hydrology and Hydraulics.*

**Service Component:** Students develop a restoration design for a channel on the Connecticut College campus in hopes of addressing a community erosion problem.

**Related Assignments:** Students will present their findings to local community representatives from the local wetlands commission, a fisheries biologist, a civil engineering consultant, and college representatives.



*Health Sciences: Cindy Garthwait, Explorations in Gerontology.*

**Service Component:** All students design a research instrument for nursing home residents. This instrument will be administered to the residents and the results will be compiled into a written product that can be used by anyone wishing to learn to be supportive of older persons as they face the challenges of nursing home placement.

**Related Assignments:** Reflective journals, two papers that compare the service experience to course readings.

*Health Sciences: Vicki Ebin, Community Health Education.*

**Service Component:** Students work in small groups designing a health education program for a specified target group to address a specific health concern.

**Related Assignments:** The course requires students to complete two papers one on Community analysis, diagnosis, program focus, and a Health Education Action Plan.

*Physical Education: Anne Rothschadl, RLSR 335, Recreation Programming.*

**Service Component:** All students plan, implement and evaluate a recreational program with a community agency.

**Related Assignments:** Students present an in-service to the class, complete an assessment of the community agency in which they worked.

*Physical Education: Claussen Swynn Powell, PRTM 305, Safety/Risk Management /Sport Law.*

**Service Component:** Students work with an agency to complete a risk management assessment and develop a risk management handbook. Students work in small groups of 3-4, and various groups work within the same agency. Each group will be responsible for a different segment of the risk management process.

**Related Assignments:** Projects may include designing a detailed map and site assessment, creating a staff training presentation video, writing a human resources policy and procedures manual, creating appropriate accident/incident reports, designing a relevant programming plan and a useable transportation plan, and writing press releases, public service announcements or newsletter articles about the agency.

*Urban Studies: Phil Emmi, Planning for Metropolitan Regions.*

**Service Component:** Students design a multimedia map of the urban wilderness in conjunction with Future Moves, a local civic organization advocating balanced approaches to transportation and land use.

**Related Assignments:** Students develop community design concepts to improve relationships within the urban fabric, including transit-oriented developments, pedestrian pockets, traffic-reduced commercial zones and mixed-use urban activity centers.

# Capstone Courses

These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community. The goal of capstone courses is usually either exploring a new topic or synthesizing students understanding of their discipline. These courses offer an excellent way to help students transition from the world of theory to the world of practice by helping them make professional contacts and gather personal experience. (See Appendix)

**Example:** Portland State University

In Other Words: The Women's Community Education Project

**Purpose:** To design an outreach program to raise local teen girls' awareness of resources and activities at In Other Words and the Women's Community Education Project. To provide a space for teen girls to think, talk, and write about current issues in their lives.

**Community-Based component:** Your primary task for this course is to make contacts with teen advocates in the Portland area and to conduct several rap sessions with teen girls, encourage them to participate in our project, solicit submissions, and design our zine. You will negotiate a secondary task applicable to our project. This task is an opportunity to use skills specific to your major and should reflect a personal interest in an issue related to teen girls or the bookstore.

**Related Assignment:** Portfolio, Capstone Plan, and proposal for group facilitation research reflective journal.

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## Sample Assignments from Other Courses:

These assignments ask students to create materials that demonstrate the analysis, synthesis, and intersection of course work and service. Portfolios can work particularly well in problem-based service-learning courses, as the students are often asked to document a series of steps in solving a problem or in completing a project. Because students are focusing on a single project throughout the semester, all assignments in the portfolio are related, and the faculty member can chart students' learning progression. Portfolios can also be particularly useful when the service assignment is completed in groups or teams. The portfolio allows each student to demonstrate how s/he has individually contributed to the project and how the contribution fits into the group effort as a whole.

Likewise, portfolios used in capstone courses allow students to synthesize career goals and academics. As many of the assignments in capstone courses take place outside the classroom, the portfolio is an effective way for students to document their learning and to integrate class/group discussions with their service experiences.

## *Capstone:*

*Environmental Science: Eric Pallant, ES 588 Junior Seminar in Environmental Solutions.*

**Service Component:** Students design a feasibility study for bringing an aquaponics facility to Meadville, PA.

**Related Assignments:** Weekly report on research and comp proposal.

*Service Learning: Rick Battistoni and John Saltmarsh, PSP 450 Capstone Seminar in Public and Community Service: Developing Lives of Commitment, Forming a Community Service Identity (Two semester course).*

**Service Component:** Students work with a community partner or agency to design a project that meets an identifiable community need. At the end of the year, students make a presentation on the process of the

collaboration and outcomes of the project.

Students also evaluate applications from local high school service learning programs seeking modest service grants given by the college. Students serve as consultants to those schools that are funded.

**Related Assignments:** Students are responsible for identifying topics in conjunction with their service project and facilitating readings and discussions on the topic(s).

*Women's Studies: Melissa Kesler Gilbert, Capstone Course: Women's Community Education Project*

Students work with a community partner (a local non-profit feminist bookstore). Students coordinate a series of rap sessions with local teen girls about current issues in their lives and encourage the girls to participate in the ZINE project "where girls write, edit and publish a grassroots, mini-magazine.

**Service Component:** Students are assigned 'primary and secondary community tasks' • . The primary task is coordinating the rap sessions and publishing of the Teen Zine. The secondary task is negotiated with the community partner and should reflect a specific interest the student has related to teen girls or the feminist bookstore.

Portfolio assignment: Students must complete a portfolio.

**Related assignments:** Reflective journals

### *Portfolio:*

*Computer Science: Kristen Gates, Web Site Design and Management.*

**Service Component:** Students design and build fully functioning websites for a Bay Area non-profit organizations.

**Portfolio assignment:** Students complete a Project Book which includes notes, flowcharts, storyboards, design docs, etc. for Individual and Team projects. These Individual and Team projects include individual web design assignments and a Team Project Report on producing the website.

*Hotel and Travel: Christina Beck, Meeting and Conference Planning.*

**Service Component:** Students organize a workshop on small group communication for 5th and 6th grade students at local schools and related curricular materials for teachers.

Portfolio assignment: Students must submit a portfolio with a preliminary and revised timeline, agendas, minutes, 2 progress reports, their midterm reflection paper, the final group report, the resource packet they prepare for their small group's workshop, and their final reflection paper. The portfolio requirements include supporting material and documentation "email interactions, internal memos; resources from other teams, reference and contact lists, etc. Students are also graded on the organization and professionalism of the portfolio.

*Religion: Bobbi Patterson, Violence Studies Internship Transformation and Agents of Change.*

**Service Component:** Students work in local agencies or organizations committed to investigating or addressing violence (e.g., juvenile courts, battered women's shelters, the Georgia Bureau of Investigation, homeless resource center, the Atlanta Food Bank, the Southern Center for Human Rights). Students serve two hours in the community for one hour of course credit with a maximum of 12 hours of course credit.

**Portfolio assignment:** Student portfolios are divided into a working portfolio and a presentation portfolio. While the working portfolio contains ongoing reflective work, the presenting portfolio represents a culmination of all work and should be organized in a rational analytical or reflective scheme

# Service Internships

Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors, or even electronically with a faculty member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

**Example:** Providence College  
PSP 401: Public Service Practicum

**Purpose:** The Practicum is designed to prepare you to work as a Community Assistant for the Feinstein Institute for Public Service. The Practicum is also designed to develop and improve the practical skills that will help you to work effectively as liaisons between service-learning courses and the community-based organizations that operate as service sites in these courses.

**Community-Based Component:** The Practicum is a yearlong required course for the Public and Community Service Studies major. While the two semesters differ significantly in terms of course content and objectives, they complement each other. During the first semester your focus will be on developing a comprehensive knowledge of your site, the population it serves, and the neighborhood where it is located. You will be responsible for “managing” the service for the group of students assigned to your site. You will be asked to reflect upon your motivations, your intentions, and your impact in light of the relationships you develop over the course of the semester. During the second semester your focus will be on analyzing the relationship between the Feinstein Institute and your site and you will be asked to reflect upon and write about responsibility and impact at the institutional level. You will consider the history of the relationship between the Institute and the organization and be asked to make concrete recommendations regarding the advancement of the relationship in the future.

**Related Assignments:** Organizational action research, critical incident journal, grant application.

Sample Assignments from Other Courses:

*Rick Battistoni and Dana Farrell Feinstein, PSP 401 and 402 Public Service Practicum.*

**Service Component:** A large portion of the academic component of the Practicum consists of the knowledge student’s gain through their role as Community Assistants working in specific community agencies and organizations. Throughout the year, students will use their role to learn as much as they can about the community organization, both for their own development as public and community service studies students and to enhance resources for their classmates (Providence College/Feinstein Center students who work at their community sites).

**Related Assignments:** Students participate in action research, examining the mission statement, goals, objectives and history of the agency; its ‘organizational chart,’ • staff structure, and budget; and an organization stakeholder and issue analysis. Students must also complete a grant application for the agency, applying for funds through the Feinstein Institute Community Grant to initiate a program or activity at the site, which will be implemented and evaluated later in the semester. Students may also participate in the COOL Conference. Those interested in pursuing this option must submit a workshop proposal to the annual Campus Outreach Opportunity League National Conference on Student Service.

# Undergraduate Community-Based Action Research

A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.

**Example:** Lehigh University; Economics 295 Regional Economic Development Practicum

**Purpose:** This course will involve teams of students in community-oriented research projects. Students will participate in the design and execution of a specific research project identified by a Lehigh Valley development agency. The results of this research will be communicated both orally and in a written report to the agency.

**Community-Based Component:** Students may choose one of seven research projects identified by development agencies. For example:

Transportation Barriers to Successful Welfare to Work Transitions

Community partner: Council of Hispanic Organizations

Students will assist the council by researching and documenting the extent to which women living in the inner city of Allentown are limited in their search for employment by the current configuration of bus routes. Student teams will meet with LANTA planners to identify ways in which routes could be changed or new services developed to enhance the possibility of successful transitions from welfare to work

**Related assignments:** Large research paper and presentation.

*Anthropology: Bert de Vries, IDIS 240 Introduction to Archaeology.*

This course introduces students to the Calvin Garbage Project. The primary assignment requires students to work in teams of two assigned a specific task contributing to a large, class field report assessing garbage produced by the Calvin College community.

**Service Component:** Students are asked to research and assess the waste produced by the college community and to provide data for improving disposal, recycling and composting procedures. Students work with the Calvin Environmental Awareness Program.

**Related Assignments:** Team reports, two exams, field work report and class presentation.

*Engineering: Peter Martin, Civil Engineering, Traffic Flow Theory.*

**Service Component:** Students complete an extensive analysis of speed limit violations in a local neighborhood and design traffic solutions to address the problem. Students present their work to the community and the County in public meetings, and get feedback on improving their projects.

*Linguistics: William Labov, Linguistics 160/African American 160.*

Students investigate the use and structure of African American Vernacular English and apply this linguistic knowledge to the task of teaching African American children to read at the Wilson School.

**Service Component:** Students develop methods for teaching reading building on home language and interests of African-American children. Students gather information by either observing children on the playground or tutoring small groups of children in the classroom.

**Related Assignments:** The class will also produce a 'Dictionary of Every-Day Words,' which will define daily words found in daily speech and in hip-hop lyrics that the children believe the teacher does not know.