Fall 2016
Special Topics in Education: Service Learning Seminar
05:300:402:06
1.5 credits
Wednesdays, 9:50am-11:10am

Instructor Name: Jordan Shyi
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Phone Number: 848-932-4087
Office Hours: By Appointment (preferred)

Mode of Instruction: 
__ Lecture
_x__ Seminar
___ Hybrid
___ Online
___ Other

Prerequisites or other limitations: 
Enrollment by special permission only

Permission required: 
__ No
_x_ Yes
Directions about where to get permission numbers: jordan.shyi@rutgers.edu

Learning goals:
• Students will be able to explore service learning and its implications for the future.
• Students will be able to better understand their personal philosophies and approaches towards creating social change, particularly as it relates to leading an Alternative Break trip; and to offer that same guidance to their trip participants.
• Students will be able to understand the importance of civic reflection and the role it plays in Alternative Breaks.

Course catalog description:
The purpose of this course is to provide Alternative Break Site Leaders with the philosophical framework to successfully lead an Alternative Break trip. The course is designed to guide students through topics related to service learning, cultural awareness, civic engagement, and reflection. In addition, students will be given opportunities to think critically about their roles as leaders, what defines “success” when volunteering in underserved communities, and how to lead peers through a service experience.

The course will focus on the origins of service-learning and examine the question of “why should we serve?” Students will be given opportunities to interact with various community partners in order to understand the important relationship between the university and non-profit organizations. Students will also be given opportunities to practice facilitating activities and dialogue that strengthen group dynamics during service experiences. Finally, students will examine cultural differences, stereotypes and biases, and reflect on their own privileges as they prepare to serve groups with whom they may be unfamiliar with.

The role of civic reflection and the importance of being able to process the service will be explored to the extent that students will feel comfortable facilitating reflection workshops on their own. Students will also have an opportunity to explore the Active Citizen Continuum and ways to foster their own civic commitment, as well as the civic commitment of others.

Class materials/ Textbooks:

Other description of course purposes, context, methods, etc:
Students will be able to examine the interrelated issues that affect the lives of people in the economically and socially devastated communities across the United States.

**COURSE REQUIREMENTS/POLICIES:**

*Academic Integrity:* The Office of Student Conduct supervises issues related to violations of academic integrity (see http://academicintegrity.rutgers.edu). Please familiarize yourself with the university policy on academic integrity at: http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

*Accommodating Students with Disabilities:* Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

*Attendance:* This class will only meet once a week for 10 weeks therefore attendance is MANDATORY. You are allowed to miss class if it is a legitimate excused absence (illness, death in the family, religious observance, etc.) but you must inform the instructor before the class you will miss (by email) when possible and provide documentation in the next class you can attend.

*Lateness:* Once again because this course only meets once a week for 7 weeks lateness will not be tolerated. If you are more than ten minutes late to the class you will not receive an attendance point for the day.

*Participation:* Class cannot function without your participation, therefore it is extremely important. It is a large portion of your grade and is vital to getting the most out of this class.

*Late Assignments:* Late assignments will not be accepted.

*Cell phone/laptop usage:* Cell phone usage, either calling, texting, looking things up on the web, is prohibited. In addition Laptop usage is permitted for note taking purposes only.

**COURSE CRITERIA**

Grades will be based upon class participation, attendance, and timely completion of assignments and projects. The grading scale for the course is:

- **A** = 93 – 100;
- **B +** = 89 – 92;
- **B** = 83 – 88;
- **C +** = 78 – 82;
- **C** = 70 – 77;
- **D** = 61 – 69;
- **F** = 0 – 60

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Service Learning Seminar Syllabus
Assignments¹:

**Attendance and participation**
You will participate by sharing your thoughts and reactions to readings, speakers, and general class discussions. Therefore, active and thoughtful participation is necessary. Your attendance for the full class period is expected, and you are responsible for everything that is covered, distributed, or announced during class.

**Writing Assignment Standards**
The standards for all writing assignments should be as follows:
- Double-spaced; 12-point Times New Roman font; 1-inch margins
- Length of paper will be dependent on each assignment.

**Community Partner Interview – due September 21, 2016 (20 points)**
Each student in the class will be required to interview a community partner. This partner can either be local to New Jersey or can be the community partner the student will work with on their trip. Students will be asked to include biographical information on this person and will examine how they relate to this person in the role of leader. Other information to include: How did they come to the decision to work in the non-profit world? What advice can they give you that will help your trip be successful? This paper should be 2-3 pages in length. Please use questions on page 23 of “Learning Through Serving” as a guide for your interview.

**Reflection Activity –due September 28 and October 5, 2016 (10 points)**
Students will work with their partner in developing a reflection activity based around their social topic. Students will facilitate this activity with everyone else in the classroom using a multimedia medium to present. Each pairing will be assigned a date to facilitate (either March 2nd or March 9th) and will have 20 minutes to lead the activity from start to finish.

**My Service Journey Paper – due November 23, 2016 (35 points)**
The culminating project for this class will require students to incorporate what they learned in the class and through the readings into their particular trip. The paper should discuss their introduction into the role of servant leadership, their growth throughout their service experiences, and their learnings from their recent Alternative Spring Break trip. Students will reflect upon their role as the leader of the group and how their leadership style will play a role in the success of their trip. Students will be required to share their learning outcomes into the paper and how they achieved them. This paper should be 4-5 pages in length.

**Participation (10 points)**
Each class is designed as a seminar, therefore leaving ample opportunity for students to share thoughts and stories with peers and ask questions that are critical to the learning process. The class will have a high participation component through article sharing and exercises directly related to the course topics.

¹ Including exams, papers, etc.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Activity</th>
<th>Assignments due for following class:</th>
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| **Week 1** (September 14<sup>th</sup>) | Course Introduction, Setting the Foundation, Community Partners  
- Introduce students to the concept of “service learning” and how to frame this for participants  
- Explore our relationships with community partners | ➢ Chapter 2: Building and Maintaining Community Partnerships  
➢ Chapter 3: Becoming Community – Moving From I to We |
| **Week 2** (September 21<sup>th</sup>) | Being a Change Agent & Managing Logistics  
- Discuss our roles of being “change agents” as servant leaders  
- Understand how to manage service itineraries for the week-of service | ➢ Chapter 4: Groups are Fun, Groups are Not Fun – Teamwork for the Common Good  
➢ **Due:** Community Partner Interview paper |
| **Week 3** (September 28<sup>th</sup>) | Understanding Groups & Community Development  
- Review the stages of group development  
- Practice facilitation techniques  
- Understand how to intentionally craft and lead activities for our participants’ learning | ➢ |
| **Week 4** (October 5<sup>th</sup>) | Balancing Service & Learning  
- Establish an environment of learning with students  
- Begin discussion about the purpose and execution of reflection activities | ➢ Chapter 6: Reflection in Action  
➢ **Due:** Reflection Activity (Pairs A, B, and C) |
| **Week 5** (October 12<sup>th</sup>) | Civic Reflection  
- Practice how to lead reflection activities  
- Develop guided questions to assist participants in their own processing  
- Review trust-building techniques | ➢ Chapter 5: Creating Cultural Connections  
➢ **Due:** Reflection Activity (Pairs D, E, and F) |
| **Week 6** (October 19<sup>th</sup>) | Diversity & Inclusion Education  
- Explore our identities and its impact on our surroundings  
- Discuss how to promote a sense of inclusion among participants, especially when on-site | ➢ Chapter 7: Failure with the Best Intentions |
| **Week 7** (October 26<sup>th</sup>) | Final Trip Preparations  
➢ Review “Worst Case Scenarios”  
➢ Develop recognition/appreciation activities for participants  
➢ Discuss final logistics for each Alternative Break trip | ➢ Chapter 9: Beyond a Grade |
| **Week 8** (November 2<sup>nd</sup>) | Reflection & Processing  
➢ Review how each of the Alternative Spring Break trips went  
➢ Discuss reflection activities, community partner interactions, etc. | ➢ **Due:** Humans of Alternative Spring Breaks Paper  
➢ Chapter 10: Looking Back, Looking Forward |
| **Week 9** (November 9<sup>th</sup>) | Fostering Civic Commitment  
➢ Complete the “Whole Earth Game” challenge activity  
➢ Plan a post-ASB activity or event for participants | ➢ **Due:** My Service Journey Paper (April 20<sup>th</sup> at 10AM) |
| **Week 10** (November 16<sup>th</sup>) | Final Trip Preparations  
➢ Review “Worst Case Scenarios”  
➢ Develop recognition/appreciation activities for participants  
➢ Discuss final logistics for each Alternative Break trip | ➢ **Due:** My Service Journey Paper (April 20<sup>th</sup> at 10AM) |