

Spring 2016
 Special Topics in CSA: Service Learning Seminar
 15:245:640:01
 1.5 credits
 Wednesdays, 9:50am-11:10am, Scott Hall 201

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Office Hours: By Appointment (preferred)	Prerequisites or other limitations: Enrollment by special permission only
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> 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:

Cress, Christine M., Collier, Peter J., Reitenauer, Vicki L. and Associates (2005). Learning Through Serving: A Student Guidebook for Service Learning Across the Disciplines. Sterling, Virginia: Stylus.

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.

Grading policy:

90-100 points = A

85-89 points = B+

80-84 points = B

75-79 points = C

70 points and below = failure in course

Late assignments will not be accepted.

Assignments¹:

Final Paper – due April 13, 2015 (40 points)

The culminating project for this class will require students to reflect upon at least three readings from the course. They will critically reflect upon how they will incorporate what they learned in the class and through the readings into their particular 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 incorporate their learning outcomes into the paper and how they plan to achieve them. This paper should be 4-5 pages in length.

Community Partner Interview – due February 17, 2015 (30 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.

Community Service Blogpost – due March 9, 2015 (20 points)

Students will be asked to select one blogpost written by a former site leader to read and respond. Students will thoughtfully respond to the post and react to it as they prepare their own journeys and critically think about how they might respond in the same situation.

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.

Academic Integrity Policy:

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

¹ Including exams, papers etc.

Office of Disability Services:

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>.

Course Schedule

Week	Assignments & Readings
Week #1	Course Introduction & Setting the Foundation Learning Through Serving, Chapter 1: What is Service Learning?
Week #2	Community Partners Reading: Learning Through Serving, Chapter 2: Building and Maintaining Community Partnerships
Week #3	Being a Change Agent Reading: Learning Through Serving, Chapter 3: Becoming Community – Moving From I to We
Week #4	Community Partner Panel
Week #5	Understanding Groups Reading: Learning Through Serving, Chapter 4: Groups are Fun, Groups are Not Fun – Teamwork for the Common Good
Week #6	The Role Culture and Language Plays on Alternative Breaks
Week #7	Civic Reflection - Part 1
Week #8	Civic Reflection – Part 2
Week #9	Balancing Service and Learning Reading: Learning Through Serving, Chapter 7: Failure with the Best Intentions
Week #10	Fostering Civic Commitment Reading: Learning Through Serving, Chapter 9: Beyond a Grade & Chapter 10: Looking Back, Looking Forward