

Course Expectations: (500 points total + 15 possible extra credit points)

- 20 Service-learning hours (minimum)
- 10 Journal Entries (minimum)
- 1 Reflection Paper
- 1 Class Presentation (group activity)
- Complete Reading Assignments
- Weekly Class Attendance and Participation

Service-learning Hours: 50% (200 + 50 = 250 pts)

20 total service hours - 10 pts for each hour + 50 pts based on supervisor's feedback

Students will need to fulfill a minimum of 20 hours of service by Dec. 14 to meet course requirements (roughly 2 hours/week).

Note: No extra credit for extra hours completed.

You will set up a schedule with your site supervisor and you are expected to abide by it. If you cannot make it to a scheduled day, notify your supervisor in advance and make up your absence as soon as possible. **Failure to show up for service without advance notification will result in a deduction of 5 points** (for each offense) from your total service points. At the end of the semester, site supervisors will evaluate each student. You will be evaluated on regularity, prompt communication of absences (if applicable), willingness to help with whatever is required at the site, involvement, dedication and commitment, and professional on-site behavior.

Journal Entries: 16% (80 pts)

10 journal entries - 8 pts for each entry

Journals will be used to reflect on each week's service-learning experience. Entries will be collected at the beginning of each class. **Only hard copies will be accepted**; please do not e-mail me your journal entries. However, if you are unable to attend class, only then may you e-mail me your journal entry *prior to the start of class*. **Late journal entries will not be accepted.** You will re-submit all of your completed journals at the end of the semester, so keep them in a safe place. *See formatting requirements on page 4.

Reflection Papers & Class Presentation/Poster: 16% (50 + 30 = 80 pts)

1 reflection paper & 1 class presentation - 50 pts for paper & 30 pts for class presentation & poster

Each student will write 1 reflection paper (APA format). The paper must be 4-6 pages in length, Times New Roman 12-point font, 1" margins, double-spaced, and include a separate page of References. Only hard copies will be accepted; please do not e-mail your papers. Additionally, 1 short group presentation accompanied by a poster (10-15 mins). Both the paper and presentation will focus on your specific service-learning experience. *See Reflection Paper Guidelines and Presentation Guidelines docs on Blackboard for description and requirements.

Attendance and Class Participation: 18% (45 + 45 = 90 pts)

Attendance - 45 points - 3 pts for each class attended; Participation - 45 pts

Class attendance is required and is worth 3 points per class. You are allowed 1 free absence. Persistent tardiness, sleeping in class, talking during lecture, and/or the use of cell-phones for texting, etc., are not permitted and will lower your attendance and participation grade. To facilitate class discussions, it is extremely important for you to attend class, complete each of the required reading assignments **prior to class**, and participate in discussion and class activities. It is important that every student actively participate in class discussions - you will be evaluated on it.

Extra Credit –Class Trivia: 15 pts possible (3 pts each)

There will be 5 opportunities to earn 3 extra credit points for correctly answering a "trivia" question about something that was discussed in the previous class. These opportunities will be unplanned; to maximize your chances of earning extra credit you should be attending all classes and paying attention during class time.

Also, no electronics are allowed during class time; this includes cell phones, i-pods, palm pilots, etc. No sleeping in class. Violating these rules will affect your participation grade.

Grading Policy Summary

Grading Policy Summary	Possible Points	Your Points	Grading Scale*
Service-learning Hours	250	_____	A 90-100%
Journal Entries	80	_____	B 80-89%
Reflection Papers/Presentation	80	_____	C 70-79%
Attendance/Participation	90	_____	D 60-69%
Total Points	500	_____	F <60%
Extra Credit	15	_____	

* Divide your total by the total points possible

Schedule

Class

- 1 **Aug. 31** – Introduction. Brief in-class journal activity.
- 2 **Sept. 7** - Guest speakers from each community site will talk about opportunities available to students. Attendance today is mandatory. **Site sign-up will begin after class**. Required reading: Ch. 1. *Journal Entry DUE*.
- 3 **Sept. 14** - Guidelines for service-learning: what you need to know before you start out. Required reading: Ch. 2. *Journal Entry DUE*.
- 4 **Sept. 21** – Maximizing benefits in SL; a brief introduction to reflection writing. Required reading: Ch. 3. **Students start their service-learning hours beginning the week of Monday, Sept. 19th**. *Journal Entry DUE*.
- 5 **Sept. 28** - Guidelines for writing reflection papers, including an overview of APA style. Required reading: Ch. 6 & Blackboard article: *How to Write a Reflection Paper*. *Journal Entry DUE*.
- 6 **Oct. 5** - Class discussion: Your service-learning experience. Required reading: Blackboard articles: Bronfenbrenner's Ecological Systems Theory (Dixon, 2003) & *The Transactional Model* (Sameroff, 2009). *Journal Entry DUE*.
- 7 **Oct. 12** - Class discussion: Group dynamics and diversity in service-learning. Required reading: Ch. 4. *Journal Entry DUE*.
- 8 **Oct. 19** - Class discussion: Stereotypes in service-learning. Required reading: Ch. 5. *Journal Entry DUE*.
- 9 **Oct. 26** - Bring 1st reflection paper for peer review. Please note that Nov. 4 is the last day to withdraw from the course with a "W". No journals.
- 10 **Nov. 2** - 1st reflection paper, final draft due. We will form groups for your class presentations; these will begin 2 weeks from today. No journals.
- 11 **Nov. 9** - Class Discussion: Pressing community issues - What are they? What would help? What can we do? We will also address questions/concerns about upcoming group presentations. Required reading: Ch. 7. *Journal Entry DUE*.
- 12 **Nov. 16** - Group Presentations: Your service-learning experience. *Journal Entry OPTIONAL (Must submit one today or on Nov. 30 – pick one)*

Nov. 23 – THANKSGIVING BREAK

- 13 **Nov. 30** - Group Presentations: Your service-learning experience. *Journal Entry OPTIONAL (Mandatory if you did not submit one last class)*
- 14 **Dec. 7** - Class Discussion: Some final thoughts about your experiences. Students will fill out course evaluations. Required reading: Ch. 9. *Journal Entry DUE*.

Dec. 14 – READING DAY: No Class. *All students must have completed a minimum of 20 service-learning hours at their site by this date*. Your journals must be dropped off at my office by Wednesday, Dec. 14th at 3pm. Final Journals DUE (counts as participation points for day).

The syllabus will be modified if needed; updated versions will be made available on Blackboard.

Instructions for Journal Entries

For each of the topics below, you will write a journal entry at least one full, double-spaced page in length. The papers should discuss your experiences with service learning, including the trainings, readings, class discussions, and your contact with children or adults at your site. These can be written informally, but must be thoughtful and coherent. Journaling should be used as a tool for reflection, not as a description of your activities. Each entry should be 1-2 pages typed, double-spaced, Times New Roman 12-point font, with 1" margins.

Privacy: You may write about your interactions with students and staff, but please do not include the names or personal details of others in these papers.

Grading criteria: There is no right or wrong way to journal. I am looking for thoughtful reflections about your experience learning the relevant skills. I will grade the entries primarily for completion (I will not look at spelling, grammar, or punctuation, although I encourage you to do so). If you submit a journal entry, you should receive it back (and graded) the following week.

Journal Topics

1. Entry 1 – Due 9/7: Why did you sign up for this service-learning class? What are you hoping to gain from it?
2. Entry 2 – Due 9/14: The sites our class will be working with range in age from eighteen months through 80 years. What age range are you most interested in working with, and why?
3. Entry 3 – Due 9/21: Describe the developmental stage and abilities you are expecting to see in the population with whom you will be working. What is your experience with this age group? How do you feel going into your new role?
4. Entry 4 – Due 9/28: Reflections on your first visits/encounters at your service learning site.
5. Entry 5 – Due 10/5: Based on your readings of Bronfenbrenner's Ecological Systems Model and Sameroff's Transactional Model, reflect on how the different ecological systems are represented in the site and the people you're working with (i.e., the microsystem of a school child would include his parents, his teachers, etc., mesosystem would be the interactions between these people, exosystem would be his school, his community, etc., and so on...). How could changes in one system affect another? How might the individuals themselves affect these systems?
6. Entry 6 – Due 10/12: Please discuss the concepts of mentors, role models, and companions. What is the difference between these roles? Who (if anyone) served as a mentor or a role model to you? What impact did he or she have on your life? What kind of mentor, role model, or companion are you trying to be at your site?
7. Entry 7 – Due 10/19: Reflect on the people you have been serving so far. Include some personal reaction to an individual or set of individuals with whom you are working.
8. Entry 8 – Due 11/9: Describe an important community or social issue that affects the individuals served by your service learning site. How does it affect them? What could be done to address this issue?
9. Entry 9 – Due 11/16 or 11/30: What has your service learning experience so far taught you about your interest in service learning? Your desire to work in other settings? Your career/vocational goals?
10. Entry 10 – Due 12/7: Final reflections on your experience and thoughts on future service.

PSYC 492: Reflection Paper Guidelines

4 - 6 pages in length (Times New Roman, 12-point font, double spaced, 1" margins). If you use outside sources (e.g., textbook) you must cite it! That means any website or book you use to read about developmental theories must be cited or it will be considered plagiarism. Please respond to all of the questions as they pertain to a particular site. However, do not respond to them in a list format; this should be a cohesive paper that covers the various topics outlined below.

Peer review for the Reflection Paper is Oct. 26th. The final draft of the Reflection Paper is due Nov. 2nd.

Questions to answer:

1. From your contact with the individuals at your site, what developmental issues are they struggling with in their lives today?
2. How does the service learning site address the developmental needs of the individuals it serves? (i.e., What are the programs/activities available at the Center that help the individuals deal with the issues they face?)
3. How has the experience affected my/our understanding of the group I am working with? Of the community? Of my/our role in the community?
4. How has this experience challenged or confirmed my/our assumptions or biases?
5. How will these experiences change the way I/we think or act in the future?
6. In my opinion, what are the opportunities for improvement in the community, and for this particular site?
7. What would I change about the situation if I were in charge, and why?

Grading Rubric

1. **Thoroughness of assignment:** Is your paper at least 4 pages in length? Did you respond to all of the questions posed for your site? Is your paper interesting, and does your writing style engage the reader (e.g., tell a story, give examples)? Is the information clearly presented? Is it clear after the first paragraph or two what the point of the paper will be? In your conclusion do you refer back to questions that you asked throughout?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
needs improvement *excellent*

2. **Writing Style, Critical Thinking:** Did you use clear descriptions that vividly reveal situations and dynamics? Were you sensitive and thoughtful in your perceptions? Did you give definite insights into issues and implications of events and dynamics for yourself and others? Did you clearly and explicitly link your service learning experience to theories in psychology?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
needs improvement *excellent*

3. **Writing Style, Mechanics:** Are there spelling, grammatical, or punctuation errors? Is any wording unclear or awkward? Are paragraphs well organized? Are transitional sentences and words used?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
needs improvement *excellent*

Make-Up Points

There are only 50 points possible on this paper; to be clear - this is not an "extra credit" option. However, you can make up as many as 5 points lost in the areas described above if you meet these requirements:

Did you come to class on Oct. 26 prepared for the peer review, with a typed hard copy of the first draft of your paper? Did you utilize this class time efficiently, and give thoughtful and constructive criticism to your peers?

0 1 2 3 4 5
requirements not met *fulfilled all requirements*

Grade (out of 50): _____

Comments: _____

