

HIED 66595: Special Topics (001)
Service-Learning in Higher Education
Kent State University, Fall 2010

Thursday, 11am-1:45pm ~ 312 White Hall

Instructor:

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Office hours: Tues, 1:45-2:30 pm, Thurs 10-11am, and by appointment. Contact instructor to schedule.

Syllabus

Introduction

Colleges and universities, along with the businesses for which higher education prepares its graduates, are placing a growing emphasis on the preparation of “students for mature participation in the civic life of a democracy” (Hamrick, 1998, p. 449). Key mechanisms for providing educational and empowering citizenship experiences are through volunteerism, civic engagement, and—continuing to gain momentum as a pedagogical strategy—service-learning. This course examines the concepts, debate, and principles of practice of service-learning in U.S. higher education. The focus of the course is on developing knowledge about service-learning and enhancing skills and competencies for designing service-learning opportunities in higher education, and involves an active, experiential component. Additionally, as a class, we will investigate (problem-based) service-learning along a continuum of action to discern how it contributes to individuals’ civic efficacy.

Service-learning is defined as "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (Jacoby, 1996, p. 5).

Competing conceptions of service-learning exist, ranging from philanthropic approaches to service, to revolutionary service and activism. Yet, all forms posit transformative potential for developing “effective citizens” for democratic society (Eyler & Giles, 1999). Questions that guide this course are: What makes an effective citizen? Effective for whom or what? How does one interpret the “right thing” to do when “helping” “others”? Will students’ civic actions be “designed to support and maintain existing social structures” (Banks, 2008, p. 136) or to explore issues of oppression and understand the “effects of our service” (Maybach 1996, p. 228)? These questions and more will be engaged in this course.

Philanthropy is commendable, but it must not cause the philanthropist to overlook the circumstances of economic injustice which make philanthropy necessary.

~ Martin Luther King, Jr.

Course Objectives

The primary objective of this course is to develop an understanding of service-learning. Specific learning objectives for students upon completion of this course are to:

- Describe key concepts and salient theoretical perspectives on service-learning, including the ability to articulate and engage in the debate regarding competing conceptions of service-learning;
- Examine, in-depth, issues integral to civic engagement, service-learning, and civic efficacy;
- Integrate discussions on community, diversity, citizenship, and social justice with service-learning;
- Develop knowledge and skills for administering service-learning programs in higher education and designing effective service-learning activities;
- Enact dissent related to a social issue of your own interest;
- Engage in reflection-on-action and reflective practice, through writing in a reflective journal and facilitating reflective discussions on service experiences, relevance to theory and practice, and regarding social problems;
- Gain an understanding of and appreciation for multiple perspectives and how power and privilege shape these perspectives; and
- Value one's acquired knowledge and know how to continue to learn about and engage with the subject.

"When I give food to the poor, they call me a saint.
When I ask why the poor have no food, they call me a communist."
~Bishop Dom Helder Camara

Required Readings:

Butin, D.W. (Ed.). (2005). *Service-learning in higher education: Critical issues and directions*. New York: Palgrave Macmillan.

Jacoby, B. (2003). *Building partnerships for service-learning*. John Wiley & Sons.

Selected chapters/articles (posted to VISTA or distributed in class)

Other suggested resources:

Butin, D.W. (2010). *Service-learning in theory and practice: The Future of Community Engagement in Higher Education*. ISBN: 9780230622517-(Paperback)

Eyler, J. & Giles, D. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.

Jacoby, B., & Associates. (1996). *Service-learning in higher education: Concepts and practices*. San Francisco: Jossey-Bass.

Loeb, Paul. (1999). *Soul of a citizen: Living with conviction in a cynical time*.

O'Grady, C. (Ed). (2000). *Integrating service learning and multicultural education in colleges and universities*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Pipher, M. (2006). *Writing to change the world*. Riverhead.

Rhoads, R.A. (1997). *Community service and higher learning: Explorations of the caring self*. Albany, NY: SUNY Press.

*Never doubt that a small group of thoughtful, committed citizens can change the world;
indeed, it is the only thing that ever has.*
~ Margaret Mead

Course Requirements

Class Participation

Active participation is vital to the successful completion of this course. Participation is expected to include contributing to the creation of a learning community through active listening as well as stimulating discussion in class and (when applicable) on VISTA. Your thoughts and reactions to the readings and your engagement in discussion about the readings with other class members are valued and necessary. Theorists of cognitive development (i.e. Baxter Magolda; Belenky et al; Perry) differentiate between *received knowledge* and *constructed knowledge*. With the former, you *receive* knowledge, as you sit passively, waiting to be 'filled' with knowledge, possibly deferent to an external authority or source of knowledge. Constructed knowledge means that you combine what you've read and what you hear in class (from instructor and peers), with your own knowledge and experience, to *construct* knowledge. Through rigorous questioning and critical engagement, we strengthen and refine our thinking; we learn to ask questions of what we know, how we have come to know it, and the underlying assumptions in our thinking.

Thus, each class member shares responsibility for creating a learning community with full and informed class participation. The participation portion of the grade will be based on the quality of discussion, quality of analysis, initiative in connecting class concepts with work and current events, and the breadth of engagement. This means you should contribute your voice to discussion, in a meaningful way, at least once each class session.

Expert Reading: Each student will assume responsibility for an additional reading on week 7 or 8. Serving as an 'expert' on the selected reading, students, working in a small group, will facilitate (15 minute) discussion around the key concepts and issues. Each group will prepare one summary handout to distribute in class.

Reflection

Numerous scholars (i.e. Bringle & Hatcher; Dewey; Kolb) have accounted for the role and benefits that reflection assumes in the learning process, as a bridge between experience and theory. We will cultivate our reflective capacity in two ways: facilitated in-class dialogue and individual reflective writing. Both are intended to help us develop self-understanding, to connect experiences to

content/theory, to critically engage self, others, setting, situations, as well as to describe and interrogate what we're doing and knowing.

*Understanding involves intimacy and equality between self and object,
while knowing implies separation from the object and mastery over it.*
(Belenky et al., *Women's Ways of Knowing*, p. 101)

Reflective Journal (10 entries)

Students are required to keep a reflective journal to record observations, feelings, insights, and learning throughout the semester. Further, the journal is an opportunity to use the readings as a lens through which to make sense of lived experiences. Journal writing should show evidence of thoughtful analysis, reflection, metacognitive engagement, and integration of readings and experiential learning.

Three (3) entries will be assigned by the instructor who will provide prompts for writing: 1) 'letter to self' about service assumptions, 2) midterm reflection, and 3) final reflective entry on the major themes that emerged through your journal writing. The additional entries (7) will be of the student's choice. A 250-word minimum is expected for each week's entry, unless otherwise indicated. Each weekly entry must be posted to VISTA journal folder **by Friday at 11:59pm**. Journals will be awarded credit based on quality of reflective thinking, depth of critical engagement, connecting class concepts with reflections, and whether submitted on-time.

Activism Project¹ (complete by Nov. 25)

This assignment consists of an act of dissent and a reflective essay. As articulated under course description, competing conceptions of service-learning exist, ranging from charitable to change-oriented. This assignment is intended to allow you the opportunity to imagine and participation in change-oriented action. You are assigned to engage in an act of dissent and reflect on the experience in a 2-3 pg essay. My hope is that your choice of activism will emerge from your own interests; you may be inspired by course content or you may already have ideas about how you can contribute to a more just and equitable world. Thus, these examples are intended to demonstrate the range of what might be available, not to limit your choices. One might organize a letter-writing campaign to protest an injustice locally, nationally, or internationally; you might speak out at a rally, join (or organize) a protest, participate in a demonstration; host a consciousness-raising group to organize others to address an injustice; or one might work with/through a community-based group to address problems of literacy, poverty, sexual assault.² Students may work individually or in small groups. Students must submit to the instructor a proposal describing the project at least two weeks before you plan to complete your act of dissent. This dated and approved proposal must be attached to one's reflective essay, which is due within one week of the completion of your act of dissent. The

¹ This project is adopted from Bickford & Reynolds' (2002) Activism and service-learning: Reframing volunteerism as acts of dissent. *Pedagogy*, 2(2), 229-252.

² This last example skirts dangerously close to volunteerism, thus students must thoughtfully consider how their action is framed as activism. For example, students might provide service to a school as tutors, but their actions are differentiated when one considers 'What does it mean that the schools must rely on volunteer labor to achieve their educational mission? Why are schools designed in such a way that teachers cannot give sufficient individual attention to students? How come some families have greater access to literacy resources than do others?' These questions interrogate the social problems to which your efforts respond and would yield a different type of action.

reflective essay asks students to consider: How did performing the act of dissent make you feel? In your view, was the act successful or not, and what determined this? What did you learn from this experience? What might you do (differently) in the future?

'Community Service' Project

Service-learning is the core of this course, in theory and in practice. As you gain knowledge through course readings and classroom-based learning, you will also be engaged through experiential learning. However, rather than engage in a community-based service project, students will be involved in designing, implementing and/or assessing service-learning efforts. Project options will vary, but each student should expect to complete a minimum of 20 hours 'field work' or 'direct service.' Note: one's grade, however, is not based on the (number of) hours one performs; rather, credit is earned for the learning and the products that emerge from one's 'time in the field.'

Specific projects will be described week 2, but include, as examples, developing a service-learning curriculum for a first-year experience course; developing pre-immersion workshop for international service-learning; facilitating reflective discussion with students involved with service-learning in an effort to evaluate students' realization of learning objectives; designing an evaluation plan for faculty to use with existing service-learning course; gathering data through focus groups with in-service teachers involved with poverty study group.

The service project consists of various parts:

- Project preferences (due Sept 13)
- Project agreement (due week 5)
- Log of hours; form will be provided (due week 15)
- Final product (described below)

Final Product: The final synthesis product will vary depending on each student's project; however, students will present on their final work to peers and course partners, and will submit to instructor an integrative written narrative (7-8 pgs) that provides evidence of critical analysis, reflection, and integration of readings.

Additional guidelines for 'community service' requirement, including final product, will be provided.

Evaluation & Weighting

Evaluation will be based on performance in the following areas:

Class Participation	15%
Expert Reader	5%
Reflective Journal (10 entries @ 10 pts each)	20%
Activism Project	15%
'Community Service' Project	<u>45%</u>
	100%

Grades in this course will be based on the quality and completion of all requirements listed above. As a graduate level course, you are expected to exhibit high quality work that demonstrates sound understanding of the concepts and their complexity. Your written work should reflect professional quality in spelling, grammar and composition. Earning an "A" represents written and oral work that is of exceptionally high quality and demonstrates superb understanding of the course material. A "B" grade represents written and oral work that is of good quality and demonstrates a sound

understanding of course material. A “C” grade represents a minimally adequate completion of assignments and participation demonstrating a limited understanding of course material. More specifically, the grading scale for the course is:

A	(94-100%)	A-	(90-93%)	B+	(87-89%)
B	(83-86%)	B-	(80-82%)	C+	(77-79%)
C	(73-76%)	C-	(70-72%)	D+	(67-69%)
D	(63-66%)	D-	(60-62%)	F	(below 60%)

Attendance: You are expected to attend each class session. If an absence is unavoidable, please notify the instructor ahead of time. Although it is not possible to “make up” a class session, it is your responsibility to contact the instructor to make arrangements for missed work, announcements, handouts, and lost participation. Failure to seek remedies for missed work and to compensate for lost participation will result in a lower final grade for this course.

Late Work: It is expected that course papers/projects will be submitted on the date due. Any student with extenuating or emergency circumstances that prevent submission on the due date should discuss his/her situation individually with the instructor. Late submission of work will receive a 10% grade reduction per class that it is late.

General Information

VISTA: This course is supported by WebCT VISTA8, web-based course management tool. The instructor and students will post materials to VISTA8. At times, in-class discussion may be supplemented with or replaced by asynchronous discussion via VISTA. Thus, all students must ensure regular access to VISTA.

Technology and Civility: Technology increasingly intrudes on our ability to be fully present with each other and engage wholly in the learning environment. Thus, it is expected that each will:

- Silence or turn off cell phones, pagers, palm pilots, and similar devices prior to class.
- Not use technology for purposes not related to the course (i.e. social networking, professional email, other coursework).
- Turn off text messaging capabilities including notification of received messages.
- Not use laptops/notebooks/netbooks for purposes other than notetaking unless instructor has approved other options/uses.

Accommodation: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester. Please note, you must first verify your eligibility for academic accommodation through Student Accessibility Services; they can be reached at 330-672-3391 and are located on the ground floor of the DeWeese Center. FMI about your rights and responsibilities, see <http://www.registrars.kent.edu/disability/Current/StudentHandbook/RightsReas.htm>

Statement of Inclusion: Kent State University, as an equal opportunity educational institution, encourages an atmosphere in which the diversity of its members is understood and appreciated; an

atmosphere that is free of discrimination and harassment based on identity categories. Thus, all members of the university are expected to join in creating a positive atmosphere in which individuals can learn and work, an environment that is sympathetic, respectful and supportive. (See “University Policy Register”)

The instructor of this course is committed to teaching equitably and inclusively, addressing the needs, concerns, and interests of each and every student, regardless of age, gender/sexual identity, race/ethnicity, class, sexual orientation, religion, English language experience, or disability.

Case Studies, e-portfolio

In students’ final semester of the HIED program, they enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one’s experience in the program and thoughts regarding one’s job search and future professional development. One part of the portfolio is to prepare a course work summary. In order to best prepare, students are advised to write and retain a brief reflection of this course at the end of the semester, and encouraged to retain copies of syllabi and course materials such as papers or projects.

Academic Integrity: As members of the community of higher education, we are all subject to the standards of academic integrity. As a student, you are subject to the Code of Student Conduct. Using another person’s words, thoughts or ideas without proper attribution is plagiarism and a form of academic dishonesty, which is a violation of University policy. All students must become familiar with and abide by the University’s policy on academic integrity, which prohibits cheating and plagiarism. You should review the Code as ignorance is not a defense should you face charges of academic dishonesty. For more information about University policy see The University Policy Register at <http://imagine.kent.edu/policyreg/> or download the Digest of Rules and Regulations from <http://www.kent.edu/CurrentStudents/>

Further, I direct your attention to the APA style manual for a statement on plagiarism and a helpful example of how to paraphrase. Finally, Indiana University offers a useful guide regarding plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Publication Manual of the American Psychological Association, 6th ed. (2010). Washington, D.C.: American Psychological Association. [2nd printing, October 2009. ISBN-10: 1-4338-0561-8]

Everyone can be great, because everyone can serve.
(Dr. Martin Luther King, Jr.)

CALENDAR OF TOPICS AND ASSIGNED READINGS
This is a working calendar and is subject to change.

A word grows to a thought--a thought to an idea--an idea to an act. The change is slow and the Present is a sluggish traveler loafing in the path Tomorrow wants to take.
 (Markham, 1983, *West with the Night*, p. 154.)

DATE	TENTATIVE SCHEDULE	Reading & Assignments DUE:
Week 1: Sept 2	Introductions and Course Overview What is service-learning?	<i>Reflective journaling</i>
Week 2: Sept 9	What is service-learning? And in the service of what? Community/Course Partners	Jacoby, Ch 1; Butin, preface & ch1; article: "In the service of what?" <i>Reflective journaling</i> (prompt provided by instructor) Project preferences due Sept 13
Week 3: Sept 16	Best Practices of service-learning Service-learning: Concepts and principles	Jacoby, ch 2; Butin, ch 6; Select 1 reading on vista <i>Reflective journaling</i>
Week 4: Sept 23	Reflection on action	Butin, ch12; select 2 readings on vista <i>Reflective journaling</i>
Week 5: Sept 30	Assessment Virtual class (vista) <i>Iverson is attending conference on women's intercultural leadership; presenting on women, leadership and experiential education.</i>	Jacoby, ch 3 <i>Reflective journaling</i> Due: Project agreement
Week 6: Oct 7	Competing conceptualizations of service Facilitated reflection	Select 2 readings on vista <i>Reflective journaling</i>

Week 7: Oct 14	Partnerships Collaboration and power dynamics Expert Readers: _____ Facilitated reflection	Jacoby, ch 4; Butin, ch 5 [select one chapter from: Jacoby, ch7, 8, 9, 10, 12; Butin, ch 2, 3&4, 7, 8, 10] <i>Reflective journaling</i>
Week 8: Oct 21	Partnerships Mutuality and reciprocity Expert Readers: _____ Facilitated reflection	Jacoby, ch 5; Butin, ch 11 [select one chapter from: Jacoby, ch7, 8, 9, 10, 12; Butin, ch 2, 3&4, 7, 8, 10] <i>Reflective journaling</i> (midterm entry)
Week 9: Oct 28	Social action and civic renewal Facilitated reflection	Westheimer & Kahne (on vista); and 1 of the following: Butin, ch 9; or Jacoby, ch 14; or one reading on vista <i>Reflective journaling</i>
Week 10: Nov 4	Service-learning outcomes Facilitated reflection	Select 2 readings on vista <i>Reflective journaling</i>
Week 11: Nov 11	no class - Veterans Day	
Week 12: Nov 18	International service-learning and intercultural competence [guest] <i>Iverson is attending ASHE conference</i>	Jacoby, ch 13; select 1 reading on vista <i>Reflective journaling</i>
Nov. 25-28	Thanksgiving Break	
Week 13: Dec 2	Institutionalizing service-learning	Read any 2 of the following: Butin, ch 13; Jacoby, ch 6, 15; one article on vista <i>Reflective journaling</i>

Week 14: Dec 9	Project presentations	<i>Final journal entry due</i>
Final Week: Dec 16	Project presentations Wrap-up and course evaluation	

NOTE: Portions of this syllabus are adapted from ideas shared by Dr. Susan R. Jones, The Ohio State University.

Syllabus 8-26-10