Course Outline

COURSE: CD 97       DIVISION: 50       ALSO LISTED AS:

TERM EFFECTIVE: Fall 2015   CURRICULUM APPROVAL DATE: 02/23/2015

SHORT TITLE: INTRO SERV LEARN/CH

LONG TITLE: Introduction to Service Learning with Children

<table>
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<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>Lecture:</td>
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<td>Lab:</td>
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COURSE DESCRIPTION:

Service Learning is a method through which community participation, academic subjects, skills, and awareness are linked. Through a combination of community-based learning experiences, reading and writing assignments, and classroom-based learning experiences, this course seeks to foster the development of self-reflective, culturally aware and responsive community participants. Students will complete a minimum of 30 hours of community service work during the semester. This course has the option of a letter grade or pass/no pass.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade
P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion
05 - Hybrid
72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

2/27/2015
1. Demonstrate critical self-reflection of one's own assumptions and stereotypes.
   Measure: Reflective Journals; discussion forum
   PLO: 3
   ILO: 1, 6
   GE-LO:
   Year assessed or anticipated year of assessment: 2015

2. Comprehend one's own social and cultural group identities and the relative privilege or marginalization of each.
   Measure: Final paper addressing progress toward outcomes
   PLO: 3
   ILO: 1, 2
   GE-LO:
   Year assessed or anticipated year of assessment: 2015

3. Demonstrate intercultural communication skills.
   Measure: Evaluation by community supervisor
   PLO: 3
   ILO: 1, 4
   GE-LO:
   Year assessed or anticipated year of assessment: 2015

4. Demonstrate knowledge of the demographics, socio-cultural dynamics and assets of a specific local community.
   Measure: Final paper addressing SL placement community characteristics
   PLO: 2, 3
   ILO: 1, 4, 6
   GE-LO:
   Year assessed or anticipated year of assessment: 2015

5. Examine and analyze a community issue in the context of systemic inequities.
   Measure: Written assignments and journal entries
   PLO: 3
   ILO: 2, 3, 4
   GE-LO:
   Year assessed or anticipated year of assessment: 2016

6. Engage, participate in, and exit a community of children in ways that do not reinforce systemic injustice.
   Measure: Journal entries; Evaluation by community supervisor. final examination
   PLO: 2, 3
   ILO: 1, 4
   GE-LO:
   Year assessed or anticipated year of assessment: 2016

7. Demonstrate reciprocity and responsiveness in service work with community.
   Measure: Journal entries; Evaluation by community supervisor. final examination
   PLO: 3
PROGRAM LEARNING OUTCOMES:
1. Articulate three major child development theories and translate these theories into appropriate school-age care environments that include learning centers and materials.
2. Plan developmentally appropriate school-age curriculum activities in three domains of development: cognitive, affective, and psychomotor.
3. Identify different models of school-age programs and design a model of leadership in programs and advocacy for children and family needs.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 02/23/2015

WEEK HOURS CONTENT
Week 1  3 hours Overview of course: purpose, expectations.
In class reading/discussion of Sigmon: "Sit Down. Be Quiet. Pay Attention."

Week 2  3 hours Introduction to Service Learning with Children.
Understanding the goals of a service learning project; identifying the kinds of settings within a community where one can participate in community service with children.
RFT: Social Capital: Connecting Kids, Schools & Communities. JQW: What are the goals of a service learning project? What kind of setting appeals to you? What do you need to know and to connect with one of those settings?

Week 3  3 hours Principles of Service Learning. RFT (Reading From Text): Background and a Typology; Four Questions.
JQW (Journal Questions of the Week): Is "sitting down, being quiet, and paying attention" service? What is effective service learning? How does service learning differ from volunteerism?

Week 4  3 hours Introduction to Community Partners. Panel of community partner agencies will make presentations on their program. RFT: A Story. JQW: What are the core issues that afterschool and tutoring programs are addressing?
What kind of contribution can I make to these projects? What is the cycle of service learning? How do we start to think about designing a project?

Week 5  3 hours Introduction to Local Communities. Panel of local business owners will make presentations on "community character." RFT: Probing Our Own Experience of Serving and Being Served. JQW: What is it about a community that determines its "character?" How might that influence the needs of the community? Planning for service. Use textbook documents to start planning for the first service project.

Week 6  3 Hours Understanding Local Communities. Class presentations and discussion related to previous two week's panels.
RFT: Kretzman & McKnight. Building Communities
from the Inside Out. JQW: What "social capital" do these communities possess? What do you see as you own needs and assets as a service learner? Describe a relationship that is a reciprocal one for you.

Week 7  3 hours Child and Youth Development. What is the connection between school and not-school as learning environments? What are the learning resources available for children in these communities? RFT: Academy for Educational Development, "People, Places and Possibilities: Community Organizations and Youth Development.

JQW: What was your experience with "youth organizations" growing up? Where did you do after school? Did you find the right "people, places, and possibilities" to help you develop as a fully engaged person? What can you contribute as a service learner to these youth development efforts?

Week 8  3 Hours The Dynamics of Power, Privilege and Oppression. RFT: McIntosh- Unpacking the Backpack of White Privilege; Olson-Edwards  The Blue-Collar Perspective. JQW: How does racism and prejudice impact your life, either as the target or as a non-target? What do you believe needs to happen to end institutionalized racism? What role can you personally play?

Week 9   3 hours Midterm Examination. Reflection Journals Due. First Project Due. Student Performance Objectives to be evaluated: The student will demonstrate awareness of role as self-reflective community participant. The student will demonstrate awareness of role as a culturally aware community participant. The student will demonstrate competency in engaging in reciprocal service and learning.

Week 10   3 hours Sexism. RFT: McIntosh - White Privilege and Male Privilege; Faludi - Blame it on Feminism. JQW: Many are raised to believe men and women have equal opportunity to achieve anything they want to achieve in the U.S. Do you believe this? Identify examples in your community site that support and defy this belief. Do you notice any gender differences in your site, for example, do boys and girls/men and women engage in activities that may be stereotypical for their gender?

Week 11   3 hours Compassion & blame: Understanding others' perspectives. RFT: Campo 'Give Back to Your Community,' she said; Chodron . On Being a Good Neighbor. JQW: What has been positive about your experience in the community so far? What has been challenging or uncomfortable? What have you learned about compassion,
blame and understanding others' perspectives?

Week 12 3 hours Oppression, Youth and Schools. RFT: Pharr: The common elements of oppressions. Search Institute. Developmental Assets of Youth Development. JQW: To what extent are the "youth development principles" evident in the programs that you are working with? Do they take an "assets" based approach to their work? What needs are getting met?

Week 13 3 hours Sexism and Heterosexism. RFT: Gould - A Fabulous Child's Story. JQW: How does heterosexism play a role in your life? In what ways do you receive privileges or prejudices based on sexual orientation? What examples of heterosexism and homophobia do you see in your daily life, at your service site?

Week 14 3 hours Responses to Oppression: Resistance, Allies, Internalized Oppression. RFT: Street -Battling Toxic Racism; Hamilton - Women, Home, and Community: The Struggle in an Urban Environment. JQW: What did you learn from the courageous acts of resistance of people? How do you resist oppression? What does it mean to be an ally with people who are the targets of injustice? Do you want to be an ally for others? Where will you start?

Week 15 3 hours Charity and Social Change. RFT: Kahne & Westheimer- In the Service of What: The Politics of Service Learning; Ogden Going Beyond Service. JQW: What did you learn from the activities on charity and social change? Give an example of someone from ancient times who is known for his/her charity and social change. How do charity and/or social change relate to your goals for your own life?

Week 16 3 hours Assimilation of Concepts. In class reading: Bella, teal Habits of the Heart. Class discussion: The authors of Habits of the Heart state that Americans are united 'in at least one belief--the belief that economic success or misfortune is the individual's responsibility, and his or hers alone. Do you agree? JQW: Analyze the class discussion around Habits of the Heart and develop a concept statement around economic success and personal responsibility.

Week 17 3 hours Reflection on Service Learning. Student presentations/class discussion

Week 18 2 hours Second Project Due. Final Exam Student Learning Outcomes to be assessed: The student will demonstrate competency as self-reflective community participant. The student will demonstrate competency as a culturally aware community participant. The student will demonstrate increased competency in engaging in
reciprocal service and learning.

ASSIGNMENTS:
Included in course content section of course outline.

METHODS OF INSTRUCTION:
Lecture, in class activities, out of class activities, videos, guest presenters, class assignments.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Essay exams
Term papers
The problem-solving assignments required:
Field work
Exams
The types of skill demonstrations required:
Field work
Other: Community work defined as valuable by community
The types of objective examinations used in the course:
Multiple choice
True/false
Matching items
Completion
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 20% - 40%
Problem-solving demonstrations: 20% - 40%
Skill demonstrations: 20% - 40%
Objective examinations: 20% - 40%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
ISBN: 978-1575423456
Reading level of text, Grade: 14th grade level Verified by: Publisher

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
  Transferable CSU, effective 200130
UC TRANSFER:
  Not Transferable

2/27/2015
SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: CD
CSU Crosswalk Course Number: 97
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: D
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000136966
Sports/Physical Education Course: N
Taxonomy of Program: 130500