

**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

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

**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:**

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

ILO: 1,2,4

GE-LO:

Year assessed or anticipated year of assessment: 2016

**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 3hours 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 3hours 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 3hours 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 your 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 you 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 competency as a responsive 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:**

Kathryn Berger Kaye. The Complete Guide to Service Learning. Minneapolis: Free Spirit Publishing, 2010. Or other appropriate college level text.

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

**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