PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

SERVICE-LEARNING EXPERIENCE I
SERV 2410

Class Hours: 1  Credit Hours: 1
Laboratory Hours: 0  Date Revised: Fall 2013

Catalog Course Description:

Through the use of experiential learning pedagogy, this course allows students to explore a service-learning project in their community that provides them the opportunity to learn about and address a community/societal need and perhaps better help them articulate their career path. The student will complete 20 hours of community service for the semester through actively participating in an existing service project or planning and implementing an original service project in conjunction with a community partner. The student will reflect on experiences in class reflection seminars, oral reports, online discussions, and a cumulative reflection journal/portfolio. Service-Learning Experience classes can be taken for up to three semesters.

Entry Level Standards:

Basic computer use: Through D2L, service-learning students will be provided links to documents and websites designed to assist them with understanding service-learning and reflective journaling, comprehending poverty issues in America, developing a volunteer action plan, and understanding appropriate volunteer placement behavior/expectations.

Prerequisites:

none

Corequisites:

none

Textbook(s) and Other Course Materials:

none

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and Course Requirements/Community Service Options and Orientation</td>
</tr>
<tr>
<td>2</td>
<td>Service-Learning in Higher Education vs. volunteerism/Internships/Co-ops (Service Placement Begins)</td>
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<tr>
<td>3</td>
<td>Poverty in America: <em>Overview of Poverty in Knox/Blount Counties</em></td>
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<td>4</td>
<td>Reflective Dialogue Techniques for Social Awareness &amp; Change</td>
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<tr>
<td>5</td>
<td>Reflection Seminar: <em>Economic Opportunity &amp; Social Entrepreneurship</em> (online homework)</td>
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<tr>
<td>6</td>
<td>Reflection Seminar: <em>Educational Reform</em> (online homework)</td>
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II. Course Goals*:

The course will

A. Illustrate concepts of social justice, the common good, and personal and civic responsibility (II.4, 5; III. 1, 2, 3, 4, 6; IV.4)

B. Build awareness of and appreciation for diversity through class exercises, class speakers, dialogue as well as community outreach (II.3; III.1, 2, 3, 4; IV.4)

C. Aid students in self discovery, career goals, and the development of lifelong citizenship (II.4, 5; III.1, 2, 3, 5, 6)

D. Provide an experiential learning situation and real world experience through hands on contact ( II.4, 5; III.2, 3, 4, 5, 7 )

E. Hone oral skills through interviewing, dialogue, class presentation, and public contact ( I. 1, 3, 4, 5, 7; III.7 )

F. Improve writing skills through journaling and reflective feedback. (I.1, 3, 4, 5, 7; III. 7)

G. Help students acquire hands on experience in a field of interest, which may offer expertise in their major ( III.5)

H. Build a resume, which can level the playing field when applying for positions following graduation ( III.5 )

*Roman numerals after course objectives reference goals of the social/behavioral science general education

III. Expected Student Learning Outcomes*:

Students will:

1. Identify and analyze a socially significant need (as outlined in the course description) in the local community

2. Reflect upon their understanding of social justice, ethics, and civic engagement by demonstrating the process of reflective thinking and journaling (A, B, E, F, G)
3. Acquire valuable skills in areas of leadership, communication, group interaction, cooperation, critical thinking skills, and problem solving. (C, E, F, H)

4. Observe and evaluate nonprofit, not-for-profit (city, county, state, and federal), NGO, and for-profit service agencies and their roles in serving communities. (A, D)

5. Network with agencies and develop professional contacts in the community. (B, C, D, H)

6. Document an enhanced collegiate experience as a result of the real-life interaction in their community. (D, G, H)

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

**IV. Evaluation:**

A. Testing Procedures: 10% of grade

Testing on key concepts related to the field of service-learning

B. Laboratory Expectations: 0% of grade

*Experiments, reports, etc. Laboratory experiments should be tied directly to specific academic activities to reflect theoretical concepts of the course.*

C. Field Work: 40% of grade

Service/Site Work/Site Supervisor Evaluation

D. Other Evaluation Methods: 50% of grade

Speaker Attendance and Participation/Reflection Activities
Journaling/Oral Reports—the student will regularly reflect on the service-learning experience
Blogs/Online Discussions

E. Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
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**V. Policies:** Policies (e.g., attendance, academic and classroom misconduct) should be consistent with policies stated in the current College catalog. "As per CDC, Master Syllabi will not have a statement regarding extended closure or Financial Aid. These may be listed on the course syllabus."

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following
practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by sending email to disabilityservices@pstcc.edu, or visiting Goins 127, 132, 134, 135, 131. More information is available at http://www.pstcc.edu/sswd/.

D. Other Policies:

Specific assignments deadlines are attached to the class syllabus. Any assignments turned in after the deadline for that specific assignment, without prior approval of the instructor, will be counted as late and 5 points will be deducted from that individual assignment’s grade. NO assignments will be accepted after due date without extenuating circumstances and prior approval of instructor.