PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS
SPECIAL TOPICS IN SERVICE LEARNING
SERV 2500

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: .0  Revised: Fall 2015

Catalog Course Description:

This course allows students to explore and address a particular community/societal special topic of concern through experiential learning. The student will complete 50 hours of community service by actively participating in an existing service project or planning and implementing an original service project in conjunction with a community partner engaged in the special topic. The student will demonstrate knowledge of the social impacts of the special topic and recommend solutions through civic engagement, seminar discussions, participation in events, workshops and field trips, oral reports, reflection reports, and research projects, including a cumulative report on the service learning experience and outcomes, including final data found. Content will vary since this course is a means to explore certain topics in depth not covered in the general curriculum. Field experience is required. See instructor for details. May be repeated, maximum 6 credits.

Entry Level Standards:

The student should have a basic understanding of computer use, in order to properly navigate D2L and access documents and websites relevant to the course work.

Prerequisites:

None

Corequisites:

None

Textbook(s) and Other Course Materials:

Handouts as needed

I. Week/Unit/Topic Basis:

Activities will vary according to the course content and may include lectures, discussions, field trips, workshops and cumulative reports.

II. Course Goals:

The course will

A. Utilize concepts of social justice, the common good, and personal and civic responsibility to address a particular community/societal topic of concern (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 in a particular community/societal topic of concern through hands on problem-solving (II.4, 5; III.2, 4, 5, 7; VI.3)

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 various research methods, journaling and reflective feedback. (I.1, 3, 4, 5, 7; III.7, VI.3)

G. Help students acquire hands on experience in addressing a particular community/societal topic of concern by utilizing their individual skills and interests, which may offer expertise in their major (III.5)

*Roman numerals after course objectives reference TBRs general education goals.

III. Expected Student Learning Outcomes*:

Students will be able to:

1. Analyze a particular socially significant need (as outlined in the course description) in the local community (A, B, D, G)

2. Develop an understanding of a particular community/societal topic of concern in terms of social justice, ethics, and civic engagement through reflective thinking and journaling (A, B, E, F, G)

3. Develop valuable skills in areas of leadership, communication, group interaction, cooperation, critical thinking skills, and problem solving. (C, E, F)

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

5. Construct a rationale for how the collegiate experience is enhanced through participating in projects addressing community needs. (D, G)

6. Design a plan for meeting a community partner need through an original or partner requested project that assesses existing data and produces tangible outcomes (D, E, G).

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

IV. Evaluation:

A. Testing Procedures: 10% of grade: 2 Tests—One at Midterm/One at Final

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

B. Laboratory Expectations:

N/A

C. Field Work: 40% of grade

20%=Service/Field Visits/Site Supervisor Evaluation
E. Grading Scale:

A—90-100, B—80-89, C—70-79, D—60-69, F—59 and below

V. Policies:

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 Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by
sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. 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.