

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

IDST 94 - Introduction to Service Learning

1 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level IV; English Level IV; Math Level II

Transfer Status: CSU

17 hours Lecture

Introduction to Service Learning is designed by individual instructors for students who have a strong interest in linking academic learning with community service. It is based on a collaborative effort between the student, a faculty member, and a community based organization, school, business entity or campus setting to provide real-world experience in a field of interest while meeting the needs of the community. This course may also provide a service-learning component for a student enrolled in any approved class.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Apply specific theories or concepts learned in the classroom to a community service experience.
- B. Demonstrate a sense of civic awareness through meeting community needs.
- C. Write and reflect on the volunteer experience and the contributions of volunteerism in a community through journaling and written reflections.
- D. Demonstrate personal development skills through an ability to establish and maintain productive and constructive working relationships with off-campus organizations.
- E. Practice teamwork and community building skills, recognize diversity in the community, and examine community issues.
- F. Identify community resources through the service-learning experience.
- G. Recognize the value of his or her personal training and education through the service experience.
- H. Articulate the value of his or her personal training and education through the service experience.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. An Introduction to Service Learning	2.00
2. Service Learning in An Age of Accountability	1.00
3. Working with Community Organizations	2.00
4. Applying Theory to Service	2.00
5. Designing, Implementing and Participating in Service Projects	2.00
6. Evaluating Service Learning Projects	2.00
7. Making Reflections in Service Learning	2.00
8. Discussion of Reflection Papers: The Role of An Interdisciplinary Approach to Meeting Community Needs	4.00
Total Hours	17.00

IV. METHODS OF INSTRUCTION

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Instruction and Discussions
- C. Students' Participation in Identified Community Service Project(s)
- D. Journal Article Readings
- E. Final Reflection Paper or Activity
- F. Complete a minimum of 20 hours of service in the community

V. METHODS OF EVALUATION

- A. Students will be evaluated on the basis of the following:
- B. A final reflection paper or activity that links the students' learning experience to a community based service. Such activity shall include a paper, oral presentation, journal, portfolio, dramatic skit or oral presentation using PowerPoint or other presentation software.
- C. The reflection paper or journal writing activity shall be based upon the completion of a minimum of 20 hours of community service for one unit of credit.
- D. Completion of assignments.

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read assigned text or journal articles on assessing community needs.
 - 2. Read selected journal articles on the impact of service on the community.
- B. Writing Assignments
 - 1. Write a summary on a current service-learning topic.
 - 2. Write a 3-5 page reflection paper on your service-learning experience.
- C. Out-of-Class Assignments
 - 1. Complete a minimum of 20 hours of service in the community.
 - 2. Research current topics published in the "Journal of Service-Learning".

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Cress, C.M., Collier, P.J., & Reitenauer, V.L.. Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. 1st Edition. Stylus Publishing, 2005.

Materials Other Than Textbooks:

- A. Materials may vary according to class, but may include: (A) Surveys of community need; (B) Journal articles with current research related to the particular course as applicable to volunteerism and meeting community needs; (C) Audio-visuals, written and visual news clips, and books and web-based articles related to public policy and service learning that are applicable to the course or discipline under this umbrella course.

Created/Revised by: Jo Anna Birdsall

Date: 04/30/2012