

**COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

DEPARTMENT OF SOCIAL WORK

COURSE NO: UI427

TITLE: Service and Community

NEW: Fall, 1999. Revised
1999, Fall 2001

I. Catalogue Description and Hours of Credit:

This course provides theoretical investigation of and the opportunity for community service through volunteerism. Includes a 1 hour integrated lab*. (3)

II. INTERDISCIPLINARY NATURE OF THE COURSE:

This course will integrate knowledge and concepts from Social Systems and Behavioral Systems. Specifically, the course is designed to integrate the idea of interrelated and interdependent relationships that exist between individuals and their environments. The primary focus is to enable students to integrate the ways in which the community shapes individuals and, in turn, how individuals shape the community and its institutions. For example, one of the primary ideas connected to this approach is that the provision of community resources such as schools, recreation, medical facilities, employment, social opportunities, and agencies for assistance and support etc., foster growth and well being among citizens. This activity involves a series of interdependent exchanges that influence the development of individuals and families and community resources. In return for providing resources the strength, capability, and creativity of individuals and families, strengthens communities through citizen contributions of financial and human resources and citizenship. To explore this idea, the activities of the course will demonstrate how the interaction between individuals and their environments affect the development of individuals, families and groups, affect citizen involvement, impact communities, and relate to individual and community social problems. A variety of activities will promote the integration and demonstration of these concepts including accessing information and writing assignments, discussion groups, guest lectures, volunteering in the community, and opportunities for reflection.

Sociological and Psychological Theories will guide exploration and integration of these ideas. Social Systems Theory is a theory of organization and develops the idea that the individuals and groups in human social systems perform important roles and work dynamically together to insure the stability and efficient operation of vital social systems. Ecological Theory is also useful here. This theory explores the nature of the interrelationships among living things and the “goodness of fit” between all elements in the ecological system. Psychological theories of human motivation and development such as Maslow’s Hierarchy of Needs and Erickson’s Eight Stages of Man will also be referenced. Students will demonstrate, through class activities and assignments, an integrated and analytical ability to conceptualize individual and community social problems and the ways in which volunteerism aids the community response to the needs of its citizens. The goal is to create a dynamic interaction between the student, a competent

knowledge base, and experiential activities that will promote the mastery and integration of the essential tools for effective service learning.

III. Prerequisites:

Completion of the University Studies requirements in the categories of Behavioral Systems and Social Systems and at least 45 hours of university credit.

IV. Objectives of the Course:

1. To assist the student to incorporate a multidisciplinary perspective in their research, critical analysis, and demonstration of the integration of the nature and role of community service and its contributions to individual citizens and society. (University Studies Objectives 1, 2, 3, 9)
2. To enable the student to conceptualize, analyze, articulate, and propose solutions to social issues expressed by the needs of individuals, families and groups, the community, and the environment using a multidisciplinary view. (University Studies Objectives 2, 3, 4)
3. To help the student conceptualize the characteristics and meaning of “community” and demonstrate their integration of the dynamic nature of the reciprocal and interdependent relationships carried out between individuals, community groups, and the community’s social, political, and economic institutions. (University Studies Objectives 2, 3, 5)
4. To enable the student to integrate and articulately demonstrate their grasp of the diversity that exists in the cultural, ethnic, lifestyle, and value orientations of a pluralistic society and how this diversity affects individual and collective needs and solutions. (University Studies Objectives 2, 5, 6, 7)
5. To enable the student to conceptualize, analyze, and integrate the nature of individual and community problems and needs that exist in the Southeast Missouri region. (University Studies Objectives 2, 9)
6. To help the student integrate and demonstrate the values of community service as a vital expression of interdependence, connectedness, and reciprocity. (University Studies Objectives 2, 7, 9)
7. To provide opportunities for the student to integrate and demonstrate their ability to locate and gather information using computer technology and to communicate effectively using e-mail and electronic conferencing. (University Studies Objectives 1, 3)

IV. Expectation of Students

- A. Students are expected to clearly demonstrate all competencies consistent with the objectives of this service learning course in their journal, written assignments, discussion group, and their volunteer efforts.

- B. Students are expected to demonstrate, through their journals, discussion groups, and community service activities, their active identification with the values, skills, knowledge, and attitudes compatible with the philosophy of volunteerism and community service.
- C. Students will demonstrate, in a scholarly paper, their ability to research, integrate and analyze their individual volunteer project, relate it to relevant theory, and conceptualize a course of action to alleviate the condition or problem.
- D. Students are expected to attend all seminars, complete all assignments, participate in all seminar activities, and strongly contribute to the seminar by discussion and written work.
- E. Students are expected to assume active responsibility for their own learning by independent reading, literature search, research, media awareness, etc.

V. **Course Outline**

To accomplish identified goals and objectives the course is developed around four interrelated activities:

1. An exploration of the nature and role of volunteerism from the philosophical, personal, social, political, and community perspectives.
2. Training for community service--begins with a written and shared statement of expected outcomes anticipated by the students, the value base for working with people, skills that relate to working with individuals and organizations, dealing with expectations, keeping the perspective of volunteerism, etc.
3. Participation in community service activities (such as, but not limited to):
 - Participation in the "Read From the Start" Program
 - Tutoring in elementary, secondary schools, or Vo Tech, or library
 - Participation in "America Reads"
 - A community service opportunity of interest to the student
4. Reflecting on the community service experience through a variety of in and out of class activities. These activities will include written assignments, conferencing board posts, sharing in discussion groups, and the final paper.

UNIT 1--OVERVIEW OF COURSE

(2 class hours)

Week 1

Topics: Introduction to the course, student input into nature of the course, proposed course content, assignments, expectations, evaluation measures, grading, possible community service activities, the meaningful journal, recording volunteer time, sharing in class, the electronic conference, use of the Internet, etc. (University Studies Objectives 2, 3)

Format: Presentation and group discussion

Assignment:

- Students will be notified by letter prior to the beginning of the semester requesting they bring to the first class period some of their ideas for possible service projects for the semester.

Activities: Discussing available community service sites.

Exploring the possibilities for a class community service project.

UNIT 2—LOCATING RESOURCES IN COMMUNITY SERVICE (4 class hours)

Weeks 2 and 3

Topics: Orientation to Grade A, course use of e-mail, the electronic conference, accessing library resources, locating community service links on the Internet, locating service learning centers in higher education. (University Studies Objectives 1)

Format: Demonstrate the use of technology used in course, computer lab instruction and training, Internet instruction and demonstration, library data base instruction and demonstration.

Activities: Visit Kent library for library data base review, visit computer lab for Internet search, locating service learning listserves, and service learning centers.

- Locate, from the library on-line database, six (6) separate references from a variety of sources: journals, books, newspapers, etc. that relate to community service, service learning, and volunteerism. **Read one article or chapter and report it on the electronic conference.** Keep a record of these resources and how you accessed them.
- Locate at least one listserv that is directly connected to service learning, volunteerism, or community service, **subscribe to the listserv, and send a question, discussion topic, etc., as appropriate.**
- Using an Internet search engine, locate at least 2 service learning centers, log on to their website and learn about their mission, goals, or objectives. Bookmark the website addresses on your computer or write in your notes.

GETTING STARTED IN COMMUNITY SERVICE (4 class hours)

Weeks 4, 5

Topics: Introduction to the history and nature of volunteerism, and the role of volunteerism in American value, social, and political systems, thinking about volunteerism, values and value dilemmas, humanism, altruism, building a working relationship, empowering people. (University Studies Objectives 1, 2, 3, 7, 9)

Format: Lecture, (including 2 guest lectures addressing historical, political, and economic perspectives on the role and contribution of volunteerism), class discussions, class activities

Topics: Learning from the community service experiences of others. (University Studies Objectives 6, 8)

Format: Presentations: agency volunteer coordinators and guest presenters from the community will share their philosophy of community service and some of their experiences.

Assignments:

- Read Colby, Chapters 3, 5, and 6 (on reserve in Kent Library)
- Integrative writing assignment: “Where I Have Come From and Where I Am.”

Class Activities:

- Class discussion, small discussion groups

Assignments: Read Coles, Introduction, Chapters 1 and 2

- Read essays in Albert: “Community Service Work,” pp. 46-48; “Finding Oneself,” pp. 66-89; “Commitment and Meaning,” pp. 90-94; “Three Wondrous Answers,” pp. 172-175. **Individual reactions to the readings to be posted and shared on the electronic conference.**
- Read handout excerpted from a book by Keys, Ken Jr. The Hundredth Monkey. (This source relates to, among other things, the power of one in initiating social change. **Class discussion and electronic conference sharing.**)
- Gather information from library and Internet related to the role of community service in society—**share references and discuss findings on electronic conference.**
- Written statement of expected service project and outcomes

Class activities: Discuss The Hundredth Monkey handout, Values Clarification exercise, Share statement of service project expectations with class (or discussion group)

UNIT 3-- PREPARING AND DOING COMMUNITY SERVICE (8 class hours)

Weeks 6, 8, 9, 10

Topics: Usefulness of the multidisciplinary approach. How theories guide our thinking and understanding. Relating theory to real life situations. Theories: ecological theory, systems theory, symbolic interaction, and discipline specific contributions, compatibility with the perspective. (University Studies Objectives 1, 2, 6)

Topics: Learning from community service: connecting learning and service, journals, reflection, role of critical thinking, analysis, integration, and application, sharing in small groups. (University Studies Objectives 2, 3, 7, 9)

Topics: Preparing on the Inside: values, personal reflections on community service, personal histories and cultural determinism, meeting our own needs, altruism, demonstrating positive regard for others, genuineness, authenticity, caring, worth and dignity of human beings, self determination, role modeling, effective communication, relationship building, problem solving, decision making, relating to racial and ethnic diversity in volunteering. (University Studies Objectives 2, 3, 5, 7)

Format: Instructor lecture/presentations, experiential class activities: dyads role play various volunteer situations, coping with value dilemmas, dealing with resistance, class processing, small group activities: integrative discussions in small groups.

Assignments:

- Read handouts, “The Ecological Perspective,” “The Social Systems Perspective”
- Activity: Locating and gathering information on the multidisciplinary perspective (post to electronic conference)
- Read Albert “Experience and Thinking” pg. 140; “Chapter 3,” pg. 149.
- “Journals: Diaries for Growth” Handout. (post reaction to electronic conference).
- “Think About It: Taking Time Out for Reflection” Handout. (post reaction to electronic conference).
- Writing Assignment: Reflectively journal a previous experience (Share in discussion group)
- Finalize community service project.
- Finalize class community project.
- **Begin Individual Community Service (week 8)**

Class activities:

- Video: “Lives in Hazard” (short written assignment—due date negotiated)
- Experiential Activity: Communication and Problem Solving, “A Man Bought A Horse”
- “Read From the First” training
- Sharing community service experience: discussion, reflection, and integration.

Week 11 Test

UNIT 4--WORKING IN GROUPS IN COMMUNITY SERVICE (4 class hours)

Week 12

Topics: Effectiveness of task groups in community service, purposes of groups, organizing groups in volunteerism, developing group goals, group decision making, maintaining a group, identification with the group, termination. (University Studies Objectives 2, 3, 9)

Format: Lecture and guest presenter on group processes.

Assignments:

- Read Coles, Chapters 2, 3, 4 (on reserve in Kent Library)
- **Meet at designated service site**

Class Activities: team building exercises, discussion groups, **group community service project**

UNIT 5--FINAL REPORTS AND CELEBRATION (8 class hours)

Week 13, 14

Topics: Individualism and Community: What Does It Mean To Me? (University Studies Objectives 2, 3, 6, 7, 9)

Format: Class discussion: process individual volunteer experience, process group community project, discuss values and theoretical perspectives.

Assignments:

Read:

- Bellah, Chapter 6
- Coles, “Interlude” pp. 233-253

- Share part of journal in small discussion group—commentary, reflection, and feedback.

Week 15, 16

Topics: Celebrating the service learning experience, integrating service learning and the multidisciplinary perspective, synthesizing experience and learning. (University Studies Objectives 2, 3, 5, 6, 7, 8, 9)

Format: Student presentations

Assignment:

- Presentation of integrative research paper, commentary, reflection, and feedback

Class Activities: Celebrating The Experience--Class Social

VII. Textbooks:

Coles, R. (1993). The call of service. New York: Houghton Mifflin Company.

Albert, G (Ed.). (1994). Service-learning reader: Reflections and perspectives on service. North Carolina: The National Society for Experiential Education.

VIII. Basis for Student Evaluation:

Students will be evaluated through the following activities: a weekly journal, small discussion group participation, volunteer activities, Internet activity, conference board participation, in-class activities (including writing assignments), and the research paper.

A. Assignments:

1. **The Journal.** The journal is a vehicle for personal reflection and integration. It is reflective in that students can reflect and write on the variety of class activities. These reflections will include the impact of their volunteer activities, their personal connection to humanity, their significance in the community and the world, and their growing understanding of the need for commitment and contributions to their community, etc. The integrative component will contain the integration of the learning about themselves, their community, others, our social and political system, the use of the theoretical perspective to understand individual and community problems, and how they have, or intend to, integrate this learning into their lives. Parts of the journal will be shared in small discussion group. The entire journal will be shared with the instructor for comment and evaluation every four weeks. (University Studies Objectives 2, 3, 4, 5, 6, 7, 9)
2. **The Discussion Group.** Each student is assigned to a small group of class members. The group exists to allow students to reflect orally and experience a sense of community. This is accomplished through sharing their reflections, discussion of their volunteer activities, aspirations, frustrations, anticipated contributions, perceptions of community problems, their sense of community, and their individual learning. The group members based on the individual student's attendance and participation in the group process will evaluate this activity. (University Studies Objectives 2, 3, 6, 7, 9)

3. **Community service activities.** Students will participate individually or in groups in a volunteer activity. An all-class community service activity will also be planned and completed. An effort will be made to reach out to the underserved areas of the region. All volunteer activities will be confirmed and coordinated by the instructor before the student begins the volunteer activity. The student's activity will be evaluated by the instructor based on their level of involvement and commitment in fulfilling their volunteer agreement. (University Studies Objectives 2, 3, 4, 5, 7, 9)
4. **Volunteer service plan.** Following the initial contact with a potential community service agency or organization, students will develop a volunteer service plan. The service plan will include the following: Name of agency, contact person, telephone number and mailing address, their proposed volunteer activity, planned hours, brief analysis of the need to be met by the service activity, and three or more personal learning goals. (University Studies Objectives 1, 2, 3)
5. **Internet Activity.** Students will be required to identify a number of web sites that promote service learning and communicate with others who are participants in volunteerism. The course will have a web page that will contain links for students to use in accessing these resources. They will be expected to conduct an Internet search to find other volunteers, or participate in the Service Learning discussion list hosted by the University of Boulder, Colorado. This activity is designed to have students learn to access information electronically, identify with and become a part of service learning movement in the country, share their experiences, and learn through interchange with volunteers in other locations. Internet activity will provide topics for discussion in class or on the electronic conference. This activity will be evaluated by the instructor based on the activity of the student in posting or responding to threads that are active on the listserv. (University Studies Objectives 1, 3, 6, 8)
6. **Group Presentations.** Assigned student groups will research and present information on the historical and present-day contributions of community service to society. This research will be multidisciplinary in nature and focus on all system levels from major social and political institutions to social groups, families, and individual citizens. (University Studies Objectives 1, 2, 3, 4, 6)
7. **Electronic Conferencing.** Discussing and sharing with the class and instructor through an electronic conferencing board will allow students an alternative opportunity for expression. Either the instructor or the students may post questions for discussion. The instructor will evaluate student participation activity, as well as the quality of their questions and answers. (University Studies Objectives 2, 3, 6, 9)
8. **The research paper.** The research paper is designed to be a thoughtful, scholarly work. It will be the student's culminating demonstration of critical thinking, integration and analysis relating their community service experience. The paper will be communicate orally to the class as well as submitted in written form to the instructor. Students will relate the contributions of environment and history to the individual or group's present problems, the breadth and depth of the specific social issue and its causes and solutions, the influence of culture and diversity, and the role citizens can

play in helping individuals and communities through community service. The theoretical orientation of the paper is the interdisciplinary Sociological and Psychological perspectives as well discipline specific views. As an example, the student will consider the condition that is associated with their volunteer activities through the interdisciplinary lens of the perspective of the course. This view provides the student additional tools and expanded ability to make informed judgments about the causes and solutions related the condition. In this example, the student may view tutoring as a lack of response of the environment to adequately assist a child in successfully fulfilling one of their life tasks connected to cognitive development. They can also experience first hand how their volunteer activity is a response of the environment to assist the child in reaching their potential and productivity and the effect the needs of the child has on their environment. The research paper and presentation is the student's synthesis of the service learning experience. It will contain significant reflection and evaluation and demonstrate the student's ability to generalize what they have learned more globally to the human experience in an interdependent world. (University Studies Objectives 1, 2, 3, 4, 5, 6, 8, 9)

The following is suggested as a guide for the research paper:

1. Statement of the problem
2. Review of relevant literature and theory
3. Findings (data from student's research or antedotal data)
4. Conclusions (integration of theory, the interdisciplinary perspectives, anecdotal data from the community service experience, and generalization to causes and solutions to similar social problems).
5. Recommendations for further research or study.

Research paper will be due _____.

8. **In-class activities.** There will be in-class activities including writing assignments, spontaneous opportunities to share experiences and reflection, small group activities, and role-play situations related to specific topics. (University Studies Objectives 2, 3, 6, 7, 9).

B. Value Of Tests And Assignments

Test (theory and interdisciplinary perspective)	100
Integrative Writing Assignment (Where I Came From...).....	25
Theory Discussion (electronic conference)	50
Discussion of Readings (electronic conference)	100
Agency Paper (multidisciplinary perspective).....	50
Internet Activity (service learning)	50
Discussion Group and Project	50
Class Participation	50
Integrative Research Paper and Presentation	200
Journal of Volunteer and Learning Activities	100
Volunteer Service Plan	25
Community Service hours	100
Total.....	900

IX. Justification for inclusion in University Studies Program

A. Objective One: Demonstrate the ability to locate and gather information

Emphasis: Significant

Content: To successfully complete specific assignments students are required to access information from a variety of sources including library on-line catalogues and electronic data bases, listserves, professional journals, periodical and newspaper indexes, and government documents. Additional sources include other mass media sources, personal interviews with community persons, and interviews with people connected to their volunteer agencies. The information gathering activities promote the course objectives of integrating the multidisciplinary perspective, identifying and understanding individual and community problems, the history and role of community service, and effective citizenship. Students will locate and gather information and demonstrate their integration and generalization of the information through a variety of assignments that require the use of critical thinking and articulate oral and written communication skills. These assignments require class discussions, class presentations, the research paper, discussions on the electronic conference, and writing assignments.

Teaching Strategies: Teaching strategies will combine lecture, multi-media and Internet presentations, demonstrations and assignments focused on accessing library and Internet resources, class and small group discussions, student mini-presentations, focused discussions on the electronic conference, and gathering information from the community agency by surveys, interviews, and antidotal stories. These strategies will promote a variety of information-gathering skills and resources as well as appropriate means for expression and integration. In addition, the instructor will guide students individually as they conduct research for their integrative paper.

Student Assignments: Each student will complete a scholarly research paper that requires them to address their community service activity from the multidisciplinary perspective of behavioral and social systems as well as discipline specific perspectives. This will require that they locate and gather information from the behavioral and social sciences and integrate this with theory from their own discipline. Resources beyond the required readings are necessary. There is also extensive material on the subject of community service and service learning that can be accessed. The assigned readings require not only locating and gathering information but integration the information as well and demonstrate this integration in discussion and written assignments.

Student Evaluation: Students will be evaluated on their ability to locate, gather and integrate information from diverse sources in their journals, class discussions, the web board, and their research paper.

B. Objective Two: Demonstrate capabilities for critical thinking, reasoning, and analyzing.

Emphasis: Significant

Content: Using the interdisciplinary perspective of the course, students will analyze a variety of social concerns or problems connected to individual, group, or community need. Using that same perspective, they will develop hypotheses regarding the nature, underlying causes, and effects of the problem. Acting as volunteers, they will participate in developing creative interventions to help alleviate these conditions. Students' ability to synthesize a more global perspective on the experience of the human condition and social institutions is essential.

Teaching Strategies: Instructor and guest presentations, videos, selected readings, and classroom discussions and activities will help promote and develop critical thinking skills. Relevant reading materials (as noted in the syllabus), videos and documentaries such as *Buffalo Creek Revisited*, *Milagro Beanfield War*, *Silkwood*, etc., will be used as vehicles to demonstrate and stimulate discussion of relevant issues in the course.

Student Assignments: Student assignments require critical analysis as part of their approach to community service. The volunteer service plan, journals, electronic conference participation, readings, writing assignments, their volunteer experience, and their research paper require students to critically identify, hypothesize, synthesize, and analyze the nature of the human experience and the role of citizens in a community's response to problems. Assigned readings are chosen to broadly introduce and direct the student, however, students will be required to demonstrate initiative in pursuing their particular focus. Integration is an essential part of their writing assignments, electronic conference discussions, class presentations, and the final paper.

Student Evaluation: Students will be evaluated on their ability to think critically based on the evidence presented in their class discussions, writing assignments, class presentation, and scholarly paper.

C. **Objective Three:** Demonstrate effective communication skills.

Emphasis: Significant

Content: A primary objective of the course is to provide opportunities for students to communicate in oral and written form. The course is built on activities and assignments that engage the students at various levels of oral and written communication consistently. The writing assignments, research paper, electronic conference, Internet participation, and personal journals, provide a concentration on written communication. The small and large group discussions, the class presentations, commentary on colleague's journals, sharing their volunteer experience, and the activities associated with the training for community service promote oral communication skills. Specifically, in this course students are encouraged to reflect on their service learning experiences, and to communicate this to others.

Teaching Strategies: Facilitating communication with colleagues in class, in the community, and across the nation through the Internet adds a useful dimension to this course. In addition, experiential class activities such as role-play, presenting models of effective writing and verbal communication skills, modeling effective and sensitive

communication by the instructor, and students verbally sharing their volunteer experience in the classroom will serve to foster effective communication.

Student Assignments: Oral presentations, reading and responding to each other's journals, assignment to small discussion groups, Internet communication requirements, and the volunteer experience provide students the opportunity to develop and demonstrate effective communication.

Student Evaluation: Students will be evaluated on their ability to integrate and demonstrate effective communication skills in class discussion, journals, performing the responsibilities of the service project, presentation of their research, and their responses to the class web board.

- D. Objective Four:** Demonstrate an understanding of human experiences and the ability to relate them to the present.

Emphasis: Significant

Content: Understanding the interrelated and interdependent relationship of individuals and community social systems is essential to understanding the human experience and the behaviors of individuals and groups in present situations. The systematic socialization since childhood that is present in the interactions between the individual and significant social groups exerts powerful shaping forces on individual development. These interactions, over time, shape perceptions of self, the world, personal values, and behaviors. In addition to the influence of the environment on the individual, emphasis is also placed on understanding the reciprocal role that individuals play in shaping the world around them. Existing theoretical concepts and assumptions are explored to enhance understanding of human behavior in the social environment holistically and as an outcome of life experience.

Teaching Strategies: Strategies include role play demonstrations, guest presenters, videos, group discussions, instructor and student demonstrations, field visits, classical literature, films, and emphasis on reflection and integration will guide and stimulate the students in demonstrate an understanding of human behavior and relate it meaningfully to the present.

Student Assignments: The theories relating to the dynamics of human relationships and social systems guide the student toward a concept of human and social system development consistent with this objective. Theoretical assumptions and concepts may be observable in the student's volunteer experience. They will be required to use theoretical knowledge to develop hypotheses regarding the nature and underlying causes related to their community service project. Written and oral responses to selected readings, films, and video presentations, as well as their experience in the volunteer project are required.

Student Evaluation: Students will be evaluated on their demonstration, integration, and application of gathered information through class discussions, required written assignments including in-class writing, journals, the research paper, web board discussions, and class

presentation. In depth analysis is required that reflects the student's ability to link theory to their work in the volunteer project and to their own lives.

- E. Objective Five:** Demonstrate an understanding of various cultures and their interrelationships

Emphasis: Considerable

Content: Building on Objective Four, the nature of the interdependent relationships that exist between the dominant culture and other cultural subsystems in a pluralistic society will be explored. The intent is to demonstrate how pluralism can strengthen local and global communities when differences are accepted and build upon as strengths rather than despised and rejected. The course will also focus on the effect of diversity in socialization on the individual and community. Consideration is given to the destructive nature of ethnocentrism, racism, sexism, ageism, lifestyle discrimination, and social injustice.

Teaching Strategies: Instructor and guest presentations, handouts, readings, videos, experiential exercises, and group discussions will facilitate appreciation and sensitivity to differing cultural, political, ethnic, and lifestyle differences that may be encountered in community service.

Student Assignments: Completion of assigned readings, and demonstration of sensitivity to cultural realities and interrelatedness in the research paper, journals, and oral presentation is expected. Students will also be required to relate to their own culture and its identified characteristics through in-class writing and small group discussion.

Student Evaluation: Students will be evaluated on their demonstration of this topic area in their assigned writing, class discussions, and oral presentations. Consideration will also be given to cultural content contained in their reflective journaling.

- F. Objective Six:** Demonstrate the ability to integrate the breadth and diversity of knowledge and experience.

Emphasis: Significant

Content: In accomplishing the interdisciplinary goal of the course, supporting knowledge from the liberal arts perspective and, specifically, the broader knowledge base of the behavioral and social sciences will be accessed directly by assignment. The inclusion of theoretical perspectives from the student's specific discipline is also a requirement. A primary objective of the course is to help the student integrate additional skills and ability to use in understanding the world. A significant part of this development is the view of the world as a global community that is interdependent and interconnected and sharing common problems. Considerable emphasis is placed on synthesizing the concepts of interconnection, reciprocity, and interdependence and the application of these ideas to individual, domestic, and global realities. The community service component provides the experiential "real life," opportunity to become personally involved in the human experience of real people. It expands the student's grasp of the breath and depth of

the realities of the human experience through personal contact. The student is provided the opportunity to view first hand both individual and community needs and participate and reflect on their contributions to the common good.

Teaching Strategies: Learning through service becomes an active personal learning process through a variety of assignments and the processing of individual community service activities in class and through electronic conference. In addition, videos, experiential activities, and guest presentations will be used to capture the learning experience.

Student Assignments: Since this segment of the course is where academic knowledge and service come together to create learning. Several assignments are designed to utilize the service learning philosophy of preparation, doing, and reflection. “Where Am I Coming From and Where I Am” is an assignment that explores the student’s values, view of the world, cultural influences, attitudes toward helping others, and goals for the future. The Service Learning Contract requires the student focus on the upcoming volunteer experience and the anticipated value to the recipient, agency, community, and the student. The Journal records the student’s reflections on the nature and meaning of the service learning activity and its relationship to the course perspective. Students will share with their discussion group, by electronic conference, a brief position paper related to their community service project. This is a pilot of their research paper and an opportunity for feedback from one another and the instructor. The Research Paper and Presentation is the vehicle where students demonstrate the breath and depth of knowledge they bring to the exploration of the various facets of their community service work and present their arguments in written and oral form.

Student Evaluation: Students will be evaluated on their ability to demonstrate this objective in the written and oral assignments. It is expected that students will demonstrate the ability to gather and articulate information from a variety of relevant sources, integrate the systems perspective, draw upon the knowledge base of their own discipline, and demonstrate reflective insight from their experiential activities in expressing their own scholarly interpretations and views.

H. Objective Seven: Demonstrate the ability to make informed, intelligent value decisions.

Emphasis: Significant

Content: To make informed value decisions students must understand the origins, nature, and the role of values in personal and group decision making, behavior, and the individual's view of themselves and the world. Intelligent and informed problem solving in a pluralistic society must consider all of the value systems involved in a given condition or situation. Consequently, considerable challenge to individual value systems is an inherent dimension of the course. Content will focus on clarification of personal values, understanding of values of others, and the manner in which values impact decision making.

Teaching Strategies: Students will participate in a variety of value-laden experiential activities and role plays demonstrating valuing and decision making at individual and

community levels. Individual and group decision-making will be a central focus using the steps of a problem-solving model. A community board or city council simulation will provide the backdrop. These activities will involve small groups and the entire class. Instructor presentations will stimulate and guide these activities. Students' volunteer experiences will be used as an additional focal point for understanding and discussion.

Student Assignments: Students will be evaluated on the quality of their participation in dyad, small group discussions, role play activities, and class discussions. A brief writing assignment will incorporate their integration of values in decision making and behavior as well as insights regarding the developing strength from value differences.

Student Evaluation: Students will be evaluated on their ability to analyze, articulate, and integrate the crucial aspects of this objective through their groups activities, their journals, their class discussion, and their research paper..

- I. Objective Eight:** Develop the ability to make informed, sensitive aesthetic responses.

Emphasis: Some

Content: An extensive understanding of the variety of forms of aesthetic expression found among other groups is not a principal focus of this course, however, appreciating and integrating the idea that there is great value in different perspectives is important. Emphasis is placed on the manner in which different perspectives are supported by values and social practice and how this integration can expand our ability to view the world. The ability to recognize the expression of values through esthetic representations by one's own, as well as other cultural groups, provides an avenue for gathering knowledge, integrating meaning, and responding effectively to people of different cultures. This is an especially important consideration of this course because of its community service component.

Teaching Strategies: Instructor and guest presentations will illustrate the expression of values, life style, social practices, and philosophy of life demonstrated in art, music, literature, and movies. These expressions can be viewed from the perspectives of Sociology, Psychology, Anthropology, Economics, and Political Science. Students will be encouraged to bring to class those items that have personal esthetic value. They will be encouraged to lead a class discussion relative to the item that centers around its personal meaning, the origins and perpetuation of the meanings, and how the meanings attached to it was influenced, and may continue to influence personal and group value decisions and the world around them.

Student Assignments: Assigned readings and class presentations by guests and the instructor will guide assist in developing relevant hypotheses regarding the values and the expression of values that are connected to their community service project. The inclusion of this theme is expected in their research paper and presentation, and in class and small group discussion.

Student Evaluation: Students will be evaluated on their ability to demonstrate through assignments, their awareness and understanding of the diversity of values and their role in decision making.

- J. Objective Nine:** Demonstrate the ability to function responsibly in one's natural, social, and political environment

Emphasis: Considerable

Content: Rich opportunities for community service and academic learning are available to students to assist them to develop their ability to function responsibly and productively as a citizen of a community and the world. This objective is the anticipated behavioral outcome of this course. The desired outcome is that the student will integrate the knowledge and experience from this course and actively apply it to their own lives and the world around them. The course provides a significant opportunity for synthesis of values, attitudes, insights, different ways of knowing, expanded comprehension of individuals, groups, communities, and society. It is likely that this integration will be demonstrated by increased and ongoing community activity. Insights gained from the course work and the volunteer experience are designed to enhance a student's ability to understand the complexity of the human experience as acted out in an elaborate value laden and diverse social, economic, and political system.

Teaching Strategies: It is intended that the multiple activities and resources of the course will guide the student toward integration and generalization. However, class discussion, small group activity, and modeling by the instructor will be the primary strategy to further assist the student in reflecting and integrating the abundant and rich activities of the course.

Student Assignments: All assignments are expected to reflect the students' understanding and progress toward this objective.

Student Evaluation: Evaluation will be based on the demonstration of the awareness, integration, and generalization of the content of the course in their written and oral assignments as well as their volunteer experience.

X. Background:

The core instructor should have teaching experience in a discipline that views the world from an interrelated and interconnected perspective. Teaching experience in a multidisciplinary perspective related to Social and Behavioral Systems is also vital. The instructor should also have a strong commitment to volunteerism and community service. It would be helpful if the instructor was somewhat knowledgeable about community programs and social agencies. Guest lecturers should have expertise in their field and a grasp of how their information relates generally to community service and specifically to identified social issues.

XI. Class Size:

Optimal class size would be 20.

***Note: Clarification of credit, in-class hours, and volunteer hours:**

This course is designed as a 3 credit hour course. Course credit is earned through a 2 credit hour seminar and a 1 credit hour lab each week. The CAD outlines content, activities, and study that satisfies the 2 hour seminar requirement as well as assignments connected to lab participation (community service). According to University policy, one hour of lab credit requires two student contact hours in lab related activity. Students earn 1 hour credit by completing 32 hours of identified community service work during the semester.