Originating Course Information

Offering of Education: Teaching & Learning 6892: Special Topics in Education
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
Requirement/Elective Designation: Not A General Education course

Rationale for proposing this offering
This is a course on service-learning for CCS teachers. This course addresses the following questions: What is service-learning, what are components of service-learning, and how does service-learning differ from project-based learning and community service? How can service-learning be a valuable approach to teaching/learning for students, teachers, schools, and communities? What are its curricular benefits, and how might these benefits foster stronger connections between schools and communities? What does it take to design/implement innovative curricula that put at the center of instruction service-learning projects/partnerships? How might this teaching approach support student-focused, community driven projects? What are ways structured service-learning projects can help improve students' academic learning—engagement, application, and contextualization? How can service-learning projects prepare students to be informed, engaged citizens while helping them meet academic requirements?

Description for this offering
This course will teach fundamental concepts in service-learning. It will examine service-learning as a multifaceted approach to integrating classroom instruction with meaningful community service to enrich learning and teach civic responsibility.

Attachments
- Service Learning Syllabus_Sum2012.doc: Kinloch Syllabus: Service-Learning
  (Syllabus. Owner: Kinloch,Valerie F)
- KINLOCH_OneTimeSupplement.doc: Kinloch: One-Time Supplement
  (One Time Form Supplement. Owner: Kinloch,Valerie F)

Comments
- Approved by GSC. Class will meet 29 hours, 5 hours and 45 minutes/session. (by Mercerhill,Jessica Leigh on 04/09/2012 04:25 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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</thead>
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<tr>
<td>Submitted</td>
<td>Kinloch,Valerie F</td>
<td>04/09/2012 03:17 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>04/09/2012 04:25 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Zircher,Andrew Paul</td>
<td>04/09/2012 04:25 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ___ **MARTHA KING CENTER _____________**
2. Enrollment Capacity 20
3. Waitlist Capacity 10
4. Final Exam:  
   Yes [ ] No
   □ Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
   a. Exam Seat Spacing ________________
5. Special Instructions or Additional Information

   **THERE IS NOT GOING TO BE A FINAL EXAM, BUT A FINAL PROJECT WILL BE DUE AT THE VERY END OF THE OFFICIAL SUMMER SEMESTER.**

6. Class Search Title (18 character limit) **SERVICE-LEARNING**
7. Display in Class Search:  
   [ ] Yes  [ ] No
8. Credit Hours **3 CREDIT HOURS**
9. Course Components (check all that apply):

   [ ] Clinical  [ ] Field Experience  [ ] Independent Study
   [ ] Laboratory  [ X ] Lecture  [ ] Recitation

10. Graded Component (check one):

    [ ] Clinical  [ ] Field Experience  [ ] Independent Study
    [ ] Laboratory  [ X ] Lecture  [ ] Recitation

11. Campus of Offering (check all that apply):

    [ X] Columbus  [ ] Marion  [ ] Newark
12. Prerequisites and Exclusions: N/A

13. Permission to Enroll in this course:  
   - No Consent needed  
   - Department Consent  
   - [ ] Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

**B. Group Studies Request Information** (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

**C. Flexibly Scheduled/Off Campus/Workshop Request Information** (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date: **EITHER: JULY 9-13, 2012 OR JULY 16-20, 2012**

2. Previous quarter(s) of offering and enrollment **FALL 2012 (30 PEOPLE ENROLLED)**

3. Expected enrollment for proposed quarter of offering **20-22 PEOPLE**

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience. **SYLLABUS ATTACHED.**

5. Off-Campus Site **N/A (I AM REQUESTING ON-CAMPUS MEETING SPACE)**

6. Will course be taught in distance learning format:  
   - [ ] Yes  
   - [ ] No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>GRADUATE LEVEL/3 CREDIT HOURS</strong></td>
<td><strong>GRADUATE LEVEL/3 CREDIT HOURS</strong></td>
</tr>
<tr>
<td>Class/Lab Contact Time:</td>
<td>4:30-6:48PM ONCE A WEEK</td>
<td>9AM-3:45PM FOR ONE WEEK (MONDAY-FRIDAY)</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>GRAD STANDING or GRAD NON-DEGREE (FOR CCS TEACHERS)</td>
<td>GRAD STANDING or GRAD NON-DEGREE (FOR CCS TEACHERS)</td>
</tr>
</tbody>
</table>

Exclusion or Limiting

Grade Options (Check)

- ✔️ Letter
- ☐ S/U
- ☐ Progress

Number of Hours of out-of-class preparation required: ☐

- Total hours of class meetings: ☐
- Length of each class: ☐

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

________________________________________________________________________

Instructor ___________________________ Rank ___________________________

Qualifications (explain any difference in rank/qualification from on-campus instructors)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Explain differences in teaching arrangements from on-campus offerings

________________________________________________________________________

________________________________________________________________________

Student Services (explain how they will be provided to off-campus students):

Registration ____________________________

Office Hours ____________________________

Academic Advising ____________________________

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

________________________________________________________________________

2. Expected enrollment for proposed quarter of offering:

________________________________________________________________________
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Begin Component 1

1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [X] Seminar
   [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience
   [ ] Computer taught
   [ ] Distance Learning
   [ ] Flexibly Scheduled
   [X] In Person
   [ ] Video Taught

3. Meeting Pattern

4. Meeting start time: __9AM____________  5. Meeting end time: ___3:45PM__________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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<tbody>
<tr>
<td>VALERIE KINLOCH</td>
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<td><a href="mailto:KINLOCH.2@OSU.EDU">KINLOCH.2@OSU.EDU</a></td>
<td>Yes</td>
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7. Central classroom pool facility or department room: [ ] Pool [X] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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<tr>
<td>1</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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9. Notes: ________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   [ ] Clinical  [ ] Lecture
   [ ] Field Experience  [ ] Recitation
   [ ] Independent Study  [ ] Seminar
   [ ] Lab  [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience  [ ] Flexibly Scheduled
   [ ] Computer taught  [ ] In Person
   [ ] Distance Learning  [ ] Video Taught

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9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print  [ ] Before  [ ] After
Begin Component 3

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [X] Lecture
   - [ ] Field Experience
   - [ ] Recitation
   - [ ] Independent Study
   - [ ] Seminar
   - [ ] Lab
   - [X] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [X] In Person
   - [ ] Distance Learning
   - [ ] Video Taught

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9. Notes: _________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
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9a. Notes print location relative to class listing: [ ] Do not Print  [ ] Before  [ ] After

End Component 3
Instructor: Professor Valerie Kinloch  
Office #: (614) 292-7435  
E-mail: Kinloch.2@osu.edu

Class Time: Summer 2012 (1-Week, All-Day)  
Meeting Sites: OSU-Main Campus  
Office Hours: On-Site & By Appointment

Course Description, 3 Graduate Credit Hours:

“Service learning provides meaningful ways for students, teachers, administrators, and community agencies and members to move together with deliberate thought and action toward a common purpose that has reciprocal benefit…An entire community benefits by encouraging and supporting students’ thoughtful civic involvement and participation. Young people are acknowledged and see themselves as resourceful, knowledgeable, agents of change who can harness their curiosity, creativity, ideas, energy, and enthusiasm to benefit us all” (Cathryn Berger Kaye, The Complete Guide to Service Learning, 2010, p.2).

This course, “Bringing Learning to Life: Service Learning for Educators at All Levels,” seeks to enhance the nature of public schools by utilizing a service learning approach and viewing teaching as a basis for students to solve real-life problems in schools and communities. In this course, designed for Columbus City School teachers, we will learn the fundamental principles and underlying concepts of service learning. To do so, we will examine service learning as a multifaceted approach to integrating classroom instruction with meaningful community service to enrich learning, teach civic responsibility, and strengthen communities. Long recognized as an effective strategy for motivating students, service learning has been credited with raising high school graduation rates and for motivating students to go on to college and actively participate in their communities. With these things in mind, this course will provide opportunities for teachers to enhance collaborations with students, parents, community members, and administrators in designing, implementing, and monitoring high-quality service learning projects.

As we consider tangible ways to collaborate with various people to design and implement service learning projects, the following questions, among others, will guide our explorations:

- What is service learning, what are specific components of service learning, and how does service learning differ from project-based learning and community service?
- How can service learning be a valuable approach to teaching and learning for students, teachers, schools, and communities? What are curricular benefits of service learning, and how might these benefits foster stronger connections between schools and communities?
- What does it mean (and take) to design and implement innovative curricula that puts at the center of instruction service-learning projects and partnerships? How might this teaching method/approach support student-focused, community driven projects?
- What are specific ways that structured service learning projects can help improve students’ academic learning—engagement, application, and contextualization?
In what ways can service learning projects prepare students to be informed, engaged citizens while helping them meet academic standards and graduation requirements?

What are specific ways for those involved with service-learning projects to work with community partners to complete needed tasks, address problems, and accomplish goals?

How do we (e.g., teachers/researchers), in collaboration with community partners, evaluate the impact of service learning projects and experiences?

Course & Learning Objectives:
As we work toward addressing the aforementioned questions, it is essential that we engage in processes of critical reflexive inquiry, which means that we are always considering the “whys.” As reflexive practitioners, it is one of our responsibilities to ask “why” as we create curriculum, plan lessons, design and implement service learning projects, and interact with students, colleagues, and community agencies and members. When considering connections between the how and the why, we are connecting theory to practice—a connection that has significant implications for innovative, educational service learning projects. To do this work, we will draw on the following knowledge, skills, and dispositions:

Specific Skills:
- Self- and group-critique & reflexive inquiry
- Utilization of research and inquiry methods in practice
- Evaluation of service learning projects through critical, innovative frameworks
- Employment of strategies to design projects that address academic learning & social issues (across classroom, school, & community contexts)

Specific Knowledge:
- Knowledge about learners & learning
- Knowledge about curriculum & teaching
- Knowledge about students & communities

Specific Dispositions:
- Critical understanding that all students can learn
- Diversity & social justice are significant factors in teaching/designing projects
- Understanding, demonstrating, and implementing rigorous projects & assessments

Required Text(s) and Course Materials:

Course articles and reference materials will be distributed to you in advanced and will be posted to our class site.

Assignments & Grading Plan:
1. *Attendance, Participation, & Points for Guest Speakers/Community Tour, 10%*
   Attendance means that you are to attend all class sessions, unless otherwise. Participation means that you are to complete—in advance of class—assigned readings/writings, and actively participate in discussions. Contact class members and me via email in the event that you miss a session. For class sessions where we have guest speakers, you are to bring in no more than a 1-page, typed list of inquiry questions, ideas, and talking points that you could share with speakers. Be sure to consider
questions about curricula and service learning efforts as these relate to course readings and to the mission of the guest speakers’ organizations.

2. Journals, 15% (Due: Daily)
You are responsible for keeping a journal that draws on course readings, questions, and presentations, and that reflects your emerging ideas on service learning. At least 4 entries are required. As a class, I will ask you to collaborate to pose topics for the first 4 entries, hence topics to be determined. For the 4th journal entry, you are to write a reflective piece that draws on a conversation you have with a representative from a community organization or with a community member. Identify someone from a community group or organization with which you would like to work, and talk with him/her about the organization (e.g., history, outreach efforts, service learning initiatives, forming a partnership, etc). If you do not have an organization identified, then talk with a community member. As a class, we can create working questions to use as conversation starters.

3. Group Work, 25% (Due: During the Week of Our Course)
For your group work, identify others in the class with whom you will team up. Then, select a chapter from Kaye’s book, The Complete Guide to Service Learning. Each group will: 1) Bring questions and ideas, 2) Make curricular connections to service learning, and 3) Highlight goals/standards that could be addressed as well as an activity or assignment that could result. The groups/representative chapter topics are:

Group 1: “Chapter 4, AIDS Education & Awareness”
Group 2: “Chapter 5, Animal Protection & Care”
Group 3: “Chapter 6, Elders”
Group 4: “Chapter 7, Emergency Readiness”
Group 5: “Chapter 13: Literacy”
Group 6: “Chapter 8, The Environment”
Group 7: “Chapter 9, Gardening”
Group 8: “Chapter 10, Healthy Lives/Choices”
Group 9: “Chapter 11, Hunger, Homelessness, Poverty”
Group 10: “Chapter 12, Immigrants”

4. Final Project: Service Learning Implementation Proposal, 50% (Due: At the end of the semester)
Although this is your final course project, you should be thinking about it from the beginning of the term, or at least from the time you determine a potential service-learning project. If there are teachers in this course who work at your school, then I suggest you consider working together to design a service-learning project that has the potential to reach a wider school or community audience. If you are the only teacher from your school taking this course, then you should decide on ways to effectively (in consultation with school/community members) design this project. There are two deadlines for submission of this final project: the first one is the deadline for submitting a rough draft of the proposal for feedback and suggested revisions; and the second deadline is for submission of the final implementation proposal that you will use to guide your service learning work throughout the school year (2011-2012). Actual proposal deadlines will be announced during our second official class session. Everyone will be provided with a Grant Application Form that will guide the writing of the proposal. Note: This is a required course assignment, and you should write the proposal for dual purposes—as part of your course requirements and final course grade, and as a proposal that will be rigorously reviewed for funding consideration and project implementation.
Grading Scale:
If the course is a letter grade course or an S/U, then the following scale will determine final grades:

- 94 - 100% = A
- 90 - 93% = A-
- 87 - 89% = B+
- 84 - 86% = B
- 80 - 83% = B-
- 77 - 79% = C+
- 74 - 76% = C
- 70 - 73% = C-
- 67 - 69% = D+
- 64 - 66% = D
- 60 - 63% = D-
- 0 - 59% = E

S=Satisfactory  U=Unsatisfactory

Academic Misconduct:
The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (e.g., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

ODS Statement:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/.

Grievances and Solving Problems:
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” Please note the following: “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

Statement on Diversity:
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
The Writing Center at OSU:
The Writing Center is a valuable resource for members of this academic community. Tutors are available (face-to-face or online) to work with you at various stages in the writing process. I encourage you to take advantage of the services of the Center. To schedule an appointment, call 688-4291 or go online at www.cstw.osu.edu.

Caveat:
Aspects of this course, its policies, and its schedule of assignments may be altered if circumstances dictate. Students will be notified in advance if such changes should occur. Additionally, there may be times when students are called upon to lead class discussion of readings—be prepared at all times.

Additional References on Service-Learning:
Hoose, P.H. (2002). It’s our world, too!: Young people who are making a difference: How they do it—how you can, too! New York: Farrar, Straus and Giroux.

**Abbreviated List of Online Resources:**
Learn and Serve Ohio: [www.learnandserveohio.org/lso_whatis.htm](http://www.learnandserveohio.org/lso_whatis.htm)
Ohio Campus Compact: [www.ohiok-16service.org/occ/occabout.cfm](http://www.ohiok-16service.org/occ/occabout.cfm)
Ohio Government Community Service Council: [www.serveohio.org](http://www.serveohio.org)
Ohio United Way: [www.ouw.org](http://www.ouw.org)
Youth Serve America: [http://www.ysa.org](http://www.ysa.org)
Florida Learn and Serve: [http://learnandserve.hhp.ufl.edu](http://learnandserve.hhp.ufl.edu)
Center for Youth Development & Engagement: [http://cydpr.aed.org/](http://cydpr.aed.org/)
Communities in Schools: [http://www.communitiesinschools.org/](http://www.communitiesinschools.org/)
### T&L 6892 (Special Topics in Education): “Bringing Learning to Life”: Service Learning for Educators at All Levels,” Summer 2012 (Professor Kinloch)

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Session Topics</th>
<th>Daily Course Readings</th>
<th>Assignments</th>
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</table>
| **Session 1:** | Intros/overview to the course & materials  
What is service learning, what does it involve, & how does it differ from project-based learning & community service?  
What are curricular benefits of SL? | Discussion of articles (provided in advance) and of Chapter 1 from Kaye’s book  
Discussion of service-learning: Meanings & purposes  
Discuss Kaye’s chapter, “What is Service Learning?” in *The Complete Guide to Service Learning*. This will be paired with the power-point, “Service-Learning: Great for Students, Teachers, & Community” (part 1) | Due: Begin discussing SL projects to create & implement in your school or community.  
Spend time planning group work. |
| **Session 2:** | In what ways can service learning connect with & support curricular goals?  
What are the 5 stages of SL and the K-12 SL standards for practice?  
How do we take this info & begin to prepare for SL projects? | Discuss Kaye, “A Blueprint for Service Learning” in *The Complete Guide to Service Learning*  
Discuss “5 Stages of SL” & “K-12 SL Standards for Quality Practice” in *Semester of Service Strategy Guide* (handouts provided to you)  
View Power-point, “Service-Learning: Great for Students, Teachers, & the Community” (part 2)  
Discussion of, and presentation on, the following chapter from Kaye’s book:  
**Group 1:** “Chapter 4, AIDS Education & Awareness”  
**Group 2:** “Chapter 5, Animal Protection & Care” | Due: Discuss SL projects to create & implement in your school or community.  
Journal #1 due |
| **Session 3:** | What are factors to consider in service learning partnerships with community organizations? | Discuss Kaye, “Chapter 14: Safe and Strong Communities” in *The Complete Guide to SL*  
Discuss Abravanel, “Building community through service-learning: The role of the community partner”  
Discuss Maybach, “Investigating urban community needs: Service learning from a social justice perspective”  
View Video, “Academic Outcomes through Service-Learning” on: [http://www.youtube.com](http://www.youtube.com)  
Discuss Kinloch, “Suspicious Spatial Distinctions: Literacy Research with Students Across School and Community Contexts” | Due: Bring description of a community org/group you’d like to partner with, lingering questions, & SL activities you’d like to consider.  
Journal #2 due  
Workshop Presentations |
| Session 4: | Designing a service learning project: Ideas & considerations | Discussion of, and presentation on, the following chapter from Kaye’s book:  
**Group 3:** “Chapter 6, Elders”  
**Group 4:** “Chapter 7, Emergency Readiness”  
**Group 5:** “Chapter 13: Literacy”  
| Due: Workshop/Presentations on chapters in Kaye’s book. Groups: bring questions, ideas, & connections to SL in relation to chapter topics. | Journal #3 due |
| **Session 5:** | Learning, Activism, & A Culture of Service in Communities *(Part 1 of Class)* | Revisit ideas from various readings: Kaye, Maybach, Abravanel, Adejumo, Kinloch, & from videos  
Discussion of, and presentation on, the following chapters from Kaye’s book:  
**Group 6:** “Chapter 8, The Environment”  
**Group 7:** “Chapter 9, Gardening”  
**Group 8:** “Chapter 10, Healthy Lives/Choices”  
**Be prepared to spend the end of class working in your small groups and completing your service-learning project form and questionnaire. We will engage in a discussion of your grant applications in order for you to ask questions and workshop ideas as you consider the requirements for the final project submission.** | Due: Sign-up for a time next week to meet me in my office to discuss final projects. Bring all of your ideas w/you. | Journal #4 due | Workshop Presentations |
| **Non-Mandatory Office Meeting:** | Lingering Questions about Service-Learning and the Final Project | Sign-Up for a time to meet with me after the one-week course is over to discuss questions and to share reflections as you continue to work on your final project. Final projects are due at the official end of the semester in order to give you time to fully design and revise them. | Due: Final Project Draft (the final version is due at the official end of the semester) |