



CIEE Global Institute - Paris

Course name:	Service-Learning Project
Course number:	(GI) SVCL 3701 PAFR
Programs offering course:	Paris Open Campus (All Academic Tracks)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	15 Class Hours, 120 Service Hours
Term:	Fall 2018

Course Description

This course is designed to expose students to the successes, challenges and opportunities that exist in the community through service-learning and volunteer projects. Through partnerships with organizations and institutions students will contribute meaningfully to the community while at the same time developing valuable skills and insights. Students will be assigned to either a new or existing project. In addition to the required service hours and class hours, students develop a diagnostic plan, a community needs assessment, a data analysis, and a final presentation and paper.

Service-learning projects might be in one the following areas in partnership with local organizations and institutions, though the final assignment will be determined once students are on site and will depend on factors including students' experience and qualifications and the availability of projects:

Conservation and the environment

Assist in areas such as urban ecology within Berlin and take practical action to improve the environment and manage urban habitats.

Community Program Support

Through partnerships students will have the opportunity to engage in creative programs in the community. Students will support various tasks needed by the partner organization. This can come in the form of preparation for events and programs, administrative support, research or workshop / event support.



Social Justice

By partnering with institutions such as churches, clubs, governmental, and local non-governmental organizations that tackle social justice issues, students not only contribute values and attitudes of a democratic society but also learn the critical functions of organizations for social equality

Learning Objectives

By the end of the course, students will be able to:

- Understand how to interact with community members in culturally appropriate ways.
- Enhance communication skills through dialogue with community members and institutional partners.
- Acquire real-life, practical project management skills.
- Develop empathy for community issues and inhabitants.
- Enhance their critical understanding of community engagement and partnerships.
- Observe the outputs and impacts of community programs and projects.
- Understand the deeper context of issues through community learning.

Course Prerequisites

None.

Methods of Instruction

This course is designed to challenge students to bridge and draw upon the knowledge they have obtained through coursework and practical experiences. 15 hours of seminar will lay the foundation for critical thought on civic responsibility and community partnership and the role of the self within the community. Experiential learning allows students to build upon that foundation, and within the volunteer organizations students will identify a need, design and complete a full project proposal for approval. Each student will complete 120 service hours.

Assessment and Final Grade

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| 1. Class Participation | 20% |
| 2. Weekly Online Discussion-Board Entries and Field Observations | 10% |
| 3. Final Project Presentation | 20% |



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| 4. Final Research Paper | 30% |
| 5. Field Supervisor Evaluation | 20% |

Course Requirements

Class Participation

As part of their work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

More specifically, participation in the class part of this project means being fully engaged, asking questions, giving opinions, and being part of the discussion. A majority of class time will be about challenging and supporting literature and research, and student input will be critical in that regard.

Weekly Online Discussion-Board Entries and Field Observations

Students are expected to critically reflect upon their experience. Guided by weekly assigned topics, students will discuss as a group their observations, challenges and reflections on their service within the community.

Final Project Presentation

Each student will present their project in a 15-minute final presentation. This presentation will highlight the objective of the project / program, the challenges, strengths, outcomes and suggestions for improvement. Members of the community will attend the event to provide feedback and support.



Final Research Paper

The final research paper will give a critical analysis of student experiences in the field. Within the paper, students will give a clearly defined assessment of community needs and assets upon which the project is based; an explanation of how the project benefits the community in question; a critical review of the relevant literature or embedded knowledge that supports, informs, and pertains to your project; and an appropriate and clearly described methodology. For practical-based projects, a detailed explanation of the project planning and design should be given, and the findings and their implications should be discussed clearly and unambiguously. Furthermore, the paper should give a description of the extent to which the project has been accomplished and sustainability measures have been implemented. Any results that may have emerged already from the project should be discussed. Organisation and presentation of the report are also graded.

Field Supervisor Evaluation

At the end of the project, supervisors will give an evaluation of students' professionalism, conduct, input and participation within their respective service sites.

Class Attendance and Punctuality

Regular class attendance is required throughout the program, and *all unexcused absences will result in a lower participation grade for any affected CIEE course.*

Due to the intensive schedules for Open Campus and Short Term programs, *unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.*

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. *Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement.* Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.



An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Minimum Penalty</i>
Up to 10%	No academic penalty
10 – 20%	Reduction of final grade
More than 20%	Automatic course failure, and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1	Introduction Service learning and civic responsibility Expectations The importance of observation Community projects introduction Meet your field supervisor
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- Week 2 The Politics of Community and How It Effects Service Learning / What is Volunteering in the 21st Century?
Social / action research including field note taking
Human subjects: understanding and applying ethical principles
Quantitative and qualitative research
Proposals for projects
- Week 3 Elements of a Community
What is a community?
Intercultural communication
Proposal presentations
Feedback from students
- Week 4 Forms of Service
Consideration and collaboration in the community
Interview: meet local community decision makers and discuss programs in place
Oral presentation skills workshop
- Week 5 Local Community Organization Initiatives
Power of the community
Role of the community on the national interest
- Week 6 Final Presentations
Panel Discussion



Course Materials

Bibliography

Dunlap & Webster (2009). Enhancing Intercultural Competence through Civic Engagement

Eyler & Schmiede (1996). A Practitioner's Guide to Reflection in Service Learning Student Voices and Reflections

Freire, P. (1970). Pedagogy of the Oppressed. London: Penguin

Gibson, N. (2004). "Action Research." In Michael S. Lewis-Beck, A. Bryman, & Tim Futing Liao (Eds.), The SAGE Encyclopedia of Social Science Research Methods. (pp. 5-7). Thousand Oaks, CA: Sage Publications, Inc. doi: <http://dx.doi.org/10.4135/9781412950589.n4>

Hammersley, M. (2004). "Reflexivity". In Michael S. Lewis-Beck, A. Bryman, & Tim Futing Liao (Eds.), The SAGE Encyclopedia of Social Science Research Methods. (pp. 934-936). Thousand Oaks, CA: Sage Publications, Inc. doi: <http://dx.doi.org/10.4135/9781412950589.n829>

Jacoby, B (2015), Service-Learning Essentials. San Francisco: Jossey-Bass

Platt, J. (2004). "Participant observation" In M. Lewis-Beck, A. Bryman, & T. Liao (Eds.), Encyclopedia of social science research methods. (pp. 798-800). Thousand Oaks, CA: SAGE Publications, Inc. <http://dx.doi.org.ezproxy.uct.ac.za/10.4135/9781412950589.n692>

Shaffir, W. (2004). "Fieldnotes" In Michael S. Lewis-Beck, A. Bryman, & Tim Futing Liao (Eds.), The SAGE Encyclopedia of Social Science Research Methods. (pp. 387-389). Thousand Oaks, CA: Sage Publications, Inc. doi: <http://dx.doi.org.ezproxy.uct.ac.za/10.4135/9781412950589.n338>

Stanton, T.K. (2000). Bringing Reciprocity to Service-Learning and Practice. *Michigan Journal of Community Service Learning*. Special Issue: 119-123.



The British Psychological Society (2010). Code of Human Research Ethics

http://www.bps.org.uk/sites/default/files/documents/code_of_human_research_ethics.pdf

Online Resources

Ashoka

Campus Compact

International Partnership for Service-Learning and Leadership

Michigan Journal of Community Service Learning