



CIEE Global Institute - Paris

Course name:	Service-Learning Project
Course number:	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:	Spring 2019

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

1. Class Participation	20%
2. Weekly Online Discussion-Board Entries and Field Observations	10%
3. Final Project Presentation	20%
4. Final Research Paper	30%
5. Field Supervisor Evaluation	20%

Course Requirements

Class Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom 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.

Course 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 will result in a written warning.

*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 will 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.*

**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.*

Students who miss class for personal travel, including unforeseen delays that arise as a result of 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

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Minimum Penalty</i>
10 – 20% (1 class)	Participation grade of no more than F (0-59.5); written warning.
More than 20% (from 2nd class on)	Automatic 0% on participation grade that week.

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



- 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

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own*.



The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another’s work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student’s permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student’s home institution of the infraction and subsequent penalty.