

Project Connect: Service-Learning Seminar Syllabus

Secondary Education 434 – Service-Learning Seminar

Spring 2003
 Dr. Angela M. Harwood
 Thursdays, 4-4:50 p.m.

Course Description:

This seminar is designed to introduce the pedagogy of Service-Learning. The seminar discussions will address key components of service-learning, including: the definition of and rationale for service-learning; how it can meet academic learning requirements, and the needs of early adolescents and the community; and the value of reflection and celebration. By the end of the quarter, each class participant will be able to articulate their own service-learning curriculum plan.

This seminar is also designed to complement the field experience component of the service-learning collaboration between Western Washington University and Fairhaven and Shuksan Middle Schools – “Project Connect.” Participation in the project is a practicum option for Woodring students during spring quarter.

Texts:

- Fertman, C., White, G.P., & White, L. J. (1996). Service-learning in the middle schools: Building a culture of service. Columbus: National Middle School Association.
- Additional readings (listed on the syllabus) will be provided by the instructor

Seminar Meeting Schedule:

DATE	TOPICS	READINGS/ASSIGNMENTS
Thursday, 4/3	Welcome! Seminar Overview Student Introductions Goals, Syllabus, Requirements	Preflection K-W-L chart
Thursday, 4/10	Service-Learning Basics Definitions of Service-Learning	1. Fertman et. al, CH 1 2. Wade & Saxe - Historical Roots & Empirical Evidence 3. Issue Paper, Service-Learning: Every Child a Citizen
Thursday, 4/17	Service-Learning Rationale Why do service-learning? Research-based evidence	1. Putnum High School Profile 2. Hess, Violence Prevention and Service-Learning 3. Schukar, Enhancing the Middle School Curriculum Through Service-Learning

Thursday, 4/24	Washington State Essential Learning Requirements and Service-Learning - a happy match!! S-L Curriculum: identifying topics	1. Print the EALRs from your content area and bring them to class! www.k12.wa.us 2. Fertman, Chapter 2
Thursday, 5/1	S-L Curriculum: Preparing students to serve	1. 135 Project Ideas Beyond Leaf Raking 2. Service-Learning, Policy Studies, and the Internet 3. Fertman, Chapter 9
Thursday, 5/8	Building community Partnerships Identifying Community Sites	1. Connecting Classroom and Community 2. Selecting S-L Sites 3. Fertman, Chapter 5
Thursday, 5/15	Reflection in Service-Learning	1. Fertman, Chapter 3 2. Muylleert, Reflection 3. Reflection Activities for Everyone
Thursday, 5/22	Reflection, continued	1. Hatcher & Bringle, Reflection: Bridging the Gap between Service and Learning 2. Fertman, Chapter 4
Thursday, 5/29	Assessing Service-Learning Outcomes Creating Culminating Projects	1. Fertman, Chapter 8 2. Eighth-grade Reflection Journals *Reflection paper or creative reflection due
**Wednesday, 6/4	Shuksan Student Showcase & Celebration	WWU Viking Union 10 a.m. - 3 p.m.

Thursday, 6/5	The Role of Celebration!	
Time & Place TBA	Service-learning Seminar Celebration of Learning	

Seminar Grade Requirements (S/U grading):

1. Preflection and Service Week Reflections (6 total) + Final Reflection
2. Contributions to Seminar discussions
3. Current Events about Service Topics
 - a. Bring to seminar and to school sites
 - b. Share and discuss with seminar participants and 8th-graders
4. Service-Learning Curriculum Plan
 You will be given a curriculum planning booklet during our seminar. Each week as we consider the various critical elements of service-learning, you should use your planning booklet to begin to outline a service-learning project you would like to implement in your future classroom. By the end of the quarter, you will be well on your way to having a workable plan produced!

For Project Connect Participants – these additional requirements apply:

5. Attendance at EVERY service site day
6. Responding to Shuksan/Fairhaven middle school student journals
 - a. Pick up journals in the file boxes outside of MH 306
 - b. Respond to students in writing – posing questions, making comments, encouraging them to THINK!! Give students new issues to consider, or challenge their assumptions!
 - c. Follow up on journals with your group by engaging them in discussion about what they are writing.
7. On-Site Responsibilities:
 - a. Provide transportation to the service site each service week.
 - b. Serve as a liaison between the site coordinator and FMS or SMS teachers
 - c. Monitor student behavior on site.
 - d. Ensure student safety
 - e. Engage students in academic discourse.
8. Attendance at EVERY service site day

Weekly Reflection Assignments:

Each reflection should contain a brief description of the activities that took place on site, and a consideration of what you learned about:

1. Middle school students
2. teaching
3. the community/your service site/current events
4. yourself.

You will turn in reflections every week that we do service in the field. Relating your experience to the seminar readings and to class discussion is appropriate for your reflections, in addition to recording your personal responses. Please word-process your reflections and bring paper copies to class with you. In addition, please email your reflections to Angie.

Service-Learning Seminar Goals:

Through readings, reflection, field experience, and seminar discussions, students will develop a greater understanding of the pedagogy of service-learning, teaching, their community and themselves. Students will gain an understanding of the following areas.

Service-Learning Pedagogy – students will:

- Understand and value community service-learning
- Be able to define the key characteristics and processes of service-learning pedagogy
- Articulate their own rationale and goals for using service-learning
- Begin to develop a strong service-ethic
- Prepare a service-learning curriculum plan
- Increase their community understandings

Community Understandings – students will:

- Increase their depth of knowledge about community issues
- Learn about community organizations
- Identify community problems and potential solutions to them'
- Identify and follow news topics related to their service
- Examine public policy related to their service area

Personal Understandings – students will:

- Clarify their goals as educators
- Evaluate their communication skills
- Consider their roles as civic beings
- Assess their abilities to work with middle-level students

[Printer Friendly Version](#)

© 2003, Center for Instructional Innovation