**CG 123: Community Service Leadership**

**Spring 2017**

**Instructors:**

**Office Hours:** Monday-Friday by appointment

**Class Time:** Fridays, 9:30-11:20

**Service Project Dates:** 4/28 Earth Day Service Event and BGC Field Trip

5/12 Into the Quad Day of Service

6/2 Into the Streets Day of Service

**Location**: Bldg 3, Room 100 CRN: 73363

**Course Text/Materials**

The required textbook will be loaned out to you, for free, from the Library in Building 9. You will fill out a request form on the first day of class and turn it in at the library to pick up your book.

Textbook: Cress, C.M., Collier, P.J., Reitenauer, V.L. and assoc. (2005). *Learning through Serving: A student guidebook for service-learning across the disciplines.* Sterling, VA: Stylus.

Additional readings will be available through e-learn and handed out in class.

**Instructor Expectations**

* You want to make a difference in your community!
* You will be an active participant in class.
* You will keep an open mind and have a positive attitude.
* You will be a team player. Projects will be planned among small groups.
* Everyone is expected to participate in planning, recruitment, and participation.

**Course Description**

This course introduces basic leadership skills necessary for working on community service projects and it enhances leadership abilities through theory and practical experience. In addition, this course inspires students to make a difference.

During this course students will complete various writing assignments, readings, and community-based learning experiences as they develop service projects in small groups. The course is designed to develop leadership in students as active global citizens.

The culmination of the course will be collaborative, community-based service projects that are designed and carried out in small groups.

**Performance Based Learner Outcomes**

Upon successful completion of the course, students should be able to:

1. Identify the rationale and motivation for participating in community service projects.
2. Apply basic steps to identify and plan a community project.
3. Use skills to communicate with community contacts.
4. Lead a community service project.
5. Learn about food systems issues (such as equity, access, distribution) locally, regionally, and globally.
6. Understand your service as taking leadership toward addressing food systems issues.

**Grading Policies**

* The project proposal and post-project reflection must be submitted to pass this course.
* Missing more than one class could result in dropping your grade a full letter. Each additional class missed could result in the loss of another letter grade.
* Assignments are due by class time (posted to eLearn) on the day that they are due. Unless ***prior*** arrangements have been made late assignments will be penalized one letter grade per day.
* Assignments will be submitted online via eLearn. If needed, submit via email if the eLearn system is not working.
* Additional readings may be assigned.

**Assignments**

**1. Class Participation & Attendance**

\*\*\*Class on April 28th will be located at the Marion Polk Food Share Youth Farm on the Chemeketa Salem campus.

* Attendance is required from 9:00 am- 11:30 am. If you are concerned about being unable to attend during either of these events please notify the instructors as soon as possible.
* You may count up to 2 additional hours for your log if you stay past 11:30.

\*\*\*Class on May 12 will take place at Into the Quad Service Day on main campus

* Attendance required 9:30-11:30am
* Deails TBA

\*\*\*Class on June 2 will take place and Into the Streets Service Day

* Attendance required 9:30-11:30am
* Details TBA

Criteria used for earning participation points:

* The student shows up on time.
* The student had zero unexcused absences from required meetings.
* The student actively participated in-class in regard to the content of readings, personal reflection, and service experiences.
* The student actively participated both in small groups and the larger group setting.
* If you are absent, you will receive a zero for the day. Returning those points is at the discretion of the instructors (i.e. you may get points back for emailing us and coming to meet about what you missed)

**2. Weekly Reflection Journals (10 points each)**

* Each week you will be given a weekly journal topic. The topic will relate to the readings and class projects.
* Each journal response will be at least 1 page long (double spaced, 12 point font) or approximately 250 words. It is ok to write entries that are longer than 1 page.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grading Rubric** | 0 points | 1 point | 2 points | 3 points |
| Did the entry respond to all of the reflection questions? |  |  |  |  |
| Did the response reflect on the rationale and motivation for participating in community service projects? |  |  |  |  |
| Did the response include the student’s personal opinion and reflection on the topic? |  |  |  |  |
| Was it double spaced, 12 pt. font, 1 page or 250 words? |  |  |  |  |
| Total Points |  |  |  |  |

**3. Eight (8) Hours of Community Service Log**

* 8 hours of volunteer mentoring service completed independently (outside of class) over the course of the term and tracked in Noble Hour and a paper volunteer log.

**Community Service Log Grading Criteria**

* The student submitted a completed, signed volunteer log with at least 8 hours of verifiable service by the deadline.
* The name and phone number of the community service supervisor is also included on the service log.
* The instructor will deduct 2 points for every hour under 8 service hours that is not completed.

**4. Final Service Day Project Plan & Completion**

* Detailed grading criteria for this assignment will be handed out by the instructors later in the term.

**Final Service Day Project Plan & Completion Grading Criteria**

* The student arrived on time and was a positive representative of Chemeketa Community College.
* The student worked cooperatively within our group, others in the class, and any other individuals involved.
* The student took an active leadership role throughout the course of the event(s).
* The student used appropriate communication skills to interact with community contacts.
* The final project leadership role reflected student rationale and motivation developed in the courses

**5. Meta-Reflection & Presentation**

* Write a 2 page reflection paper based on the Meta-Reflection & Presentation instructions which will be handed out later in the term.
* Also use the information on “Deep Reflection” and “Tips for Successful Reflection Experiences” from p. 89-92 of the textbook as additional prompts.

**Meta-Reflection Grading Criteria**

Double-spaced, at least 2 pages long, and providing complete answers to questions.

* The reflection and presentation identified the rationale and motivation for performing the chosen project(s) and for participating in future community service projects.
* The paper reflected on the steps necessary to identify, plan, and implement an effective community project.
* The paper demonstrated that the student has the skills necessary to communicate with community contacts.
* The paper demonstrated that the student was a leader during the community service project.

|  |  |
| --- | --- |
| **Assignment** | **Maximum Points** |
| 1. Class Participation & Attendance | 130 |
| 2. Reflection Journals | 50 |
| 3. 8 Hours of Community Service Log | 50 |
| 4. Final Community Service Project Plan & Completion | 150 |
| 5. Meta-Reflection | 100 |
| Total points | 480 |

**Weekly Course Outline (Topics and readings subject to change week to week. You will be notified of changes in class and via email).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Class Date** | **Lesson Plan** | **Readings Due** | **Class Assignment Due** |
| 1 | Friday, 4/7 | Class Cancelled | None | None |
| 2 | Friday, 4/14 | Introduction Activity and Syllabus Overview  success cards and community of truth  Meeting with Amanda sign up  What is community  Service?  Connecting to the community - identifying community issues. |  | None |
| 3 | Friday 4/21 | Community Partnerships  Identifying community  Compassion  Why community service?  What is service-learning? | *Learning through Serving* Chapter 1, What is Service Learning? Pp.1-14  *Learning through Serving*Chapter 2 Building and Maintaining Community Partnerships  Chapter 6 Reflection in Action, pp. 83-98 | Journal Entry: 1 |
| 4 | **Friday 4/28** | **Earth Day Service Event**  **\*Class will meet at Youth Farm**  **\*Attendance required 9-11:30; can count up to two additional hours if you stay later** | *Chapter 3, Becoming Community*  *Learning through Serving Chapter 4: Groups are Fun, Groups are Not Fun*  *\*\*other working in groups type readings (from Ouch?)* | Journal Entry: 2 |
| 5 | Friday, 5/5 | Forming & working in groups  Group meetings & roles  Cultural Connections I  “Ouch! That Stereotype Hurts”/railroad & identity pie chart activities | Learning through Serving Chapter 5, Creating Cultural Connections | Journal Entry: 3 |
| 6 | **Friday, 5/12** | **Into the** **Quad Service Day** (Main Campus)  **\*Attendance required 9:30-11:30am; can count up to two additional hours if you stay later** | Learning through Serving  Chapter 8, Expanding Horizons pp. 113-122 | Journal Entry: 4 |
| 7 | Friday, 5/19 | Challenges/  Project Planning | Learning through Serving Chapter 7, Failure with the Best of Intentions, pp. 99-112 | Journal Entry: 5 |
| 8 | Friday, 5/26 | Project Planning |  | Project Plan rough draft due |
| 9 | **Friday, 6/2** | **Into the Streets Service Day (MPFS Youth Farm)**  **\*Attendance required 9:30-11:30 am; can count up to two additional hours if you stay later** | Learning through Serving Chapter 9, Beyond a Grade: Are we Making a Difference? Pp. 125-138 | Project Plan Final Draft Due |
| 10 | Friday, 6/9 | Presentations | Learning Through Serving Chapter 10, Looking Back, Looking Forward p. 139-148 | Final In-Class Presentations Due |
| 11 | Friday, 6/16 | Finals Week  TBD, may have service day |  | 8 hrs. of service log and Final Meta-Reflection Due |

**Chemeketa Online Learning Support**

The instructor will use Chemeketa’s Blackboard online learning platform to support the course.

Copies of course content, readings, and other handouts will be uploaded to the course Blackboard site.

Blackboard can be accessed online at: online.chemeketa.edu.

* Look for the “Blackboard 9.1 Login” link.

**Statement on Academic Honesty**

Academic honesty is an indispensable value as students acquire knowledge and develop skills in college. Students at Chemeketa Community College are expected to practice academic honesty by not cheating, plagiarizing or misrepresenting their coursework in any way. Students are ultimately responsible for understanding and avoiding academic dishonesty whether such incidents are intentional or unintentional. **Violations may result in failure of an assignment or failure of the course.**

**Diversity Values**

We are a college community enriched by the diversity of our students and staff. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

**Students with Disabilities**

Accommodations are collaborative efforts between students, faculty, and the Disability Services’ office. Students with accommodations approved through Disability Services are responsible for contacting the faculty member in charge of the course, ideally prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through Disability Services should contact V/TTY 503.399.5192 or disability@chemeketa.edu.

**Affirmative Action**

It is the policy of Chemeketa Community College and its Board that there will be no discrimination or harassment on the basis of race, religion, color, sex, age, national origin, ethnic origin, sexual orientation, gender identity, marital status, citizenship status, pregnancy and related conditions, family relationship, veteran’s status, disabilities and tobacco usage in any educational programs, activities or employment. Persons having questions about equal opportunity/affirmative action should contact the Affirmative Action Officer at 4000 Lancaster Dr. NE, Salem, Oregon 97309-7070, or call 503.399.4784. To request this publication in an alternative format, please call 503.399.5192.