

Course Outline

COURSE: CD 97 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2022 **CURRICULUM APPROVAL DATE:** 10/11/2022

SHORT TITLE: INTRO SERV LEARN/CH

LONG TITLE: Introduction to Service Learning with Children

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

Service Learning is a method through which community participation, academic subjects, skills, and awareness are linked. Through a combination of community-based learning experiences, reading and writing assignments, and classroom-based learning experiences, this course seeks to foster the development of self-reflective, culturally aware, and responsive community participants. Students will complete a minimum of 30 hours of community service work during the semester. Students are responsible for finding their own placements in the community. Faculty approval required. This course has the option of a letter grade or pass/no pass.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Articulate three major child development theories and translate these theories into appropriate school-age care environments that include learning centers and materials.
2. Plan developmentally appropriate school-age curriculum activities in three domains of development: cognitive, affective, and psychomotor.
3. Identify different models of school-age programs and design a leadership program that advocates for children and family needs

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Demonstrate critical self-reflection of one's own assumptions and stereotypes.
2. Comprehend one's own social and cultural group identities and the relative privilege or marginalization of each.
3. Examine and analyze a community issue in the context of systemic inequities.
4. Demonstrate intercultural communication skills.
5. Demonstrate knowledge of the demographics, socio-cultural dynamics and assets of a specific local community.
6. Enter, participate in, and exit a community of children in ways that do not reinforce systemic injustice.
7. Demonstrate reciprocity and responsiveness in service work with a community.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 10/11/2022

3 Hours

Topics: Overview, of course: purpose, expectations.

3 Hours

Topics: Introduction to Service Learning with Children. Understanding the goals of a service learning project; identifying the kinds of settings within a community where one can participate in community service with children. RFT (Reading From Textbook): Social Capital: Connecting Kids, Schools & Communities. JQW (Journal Questions of the Week): What are the goals of a service learning project? What kind of setting appeals to you? What do you need to know and to connect with one of those settings?

3 Hours

Topics: Principles of Service Learning. RFT Background and Typology; Four Questions. JQW (Journal Questions of the Week): Is "sitting down, being quiet, and paying attention" service? What is effective service learning? How does service learning differ from volunteerism?

3 Hours

Topics: Introduction to Community Partners. A panel of community partner agencies will make presentations on their program. RFT: A Story. JQW: What are the core issues that afterschool and tutoring programs are addressing? What kind of contribution can I make to these projects? What is the cycle of service learning? How do we start to think about designing a project?

3 Hours

Topics: Introduction to Local Communities. A panel of local business owners will make presentations on "community character." RFT: Probing Our Own Experience of Serving and Being Served. JQW: What is it about a community that determines its "character?" How might that influence the needs of the community? Planning for service. Use textbook documents to start planning for the first service project.

3 Hours

Topics: Understanding Local Communities. Class presentations and discussion related to the previous two week's panels. RFT: Kretzman & McKnight. Building Communities from the Inside Out. JQW: What "social capital" do these communities possess? What do you see as your own needs and assets as a service learner? Describe a relationship that is a reciprocal one for you.

3 Hours

Topics: Child and Youth Development. What is the connection between school and not-school as learning environments? What are the learning resources available for children in these communities? RFT: Academy for Educational Development , "People, Places and Possibilities: Community Organizations and Youth Development. JQW: What was your experience with "youth organizations" growing up? Where did you do after school? Did you find the right " people, places, and possibilities" to help you develop as a fully engaged person? What can you contribute as a service learner to these youth development efforts?

3 Hours

Topics: The Dynamics of Power, Privilege and Oppression. RFT: McIntosh- Unpacking the Backpack of White Privilege; Olson-Edwards The Blue-Collar Perspective. JQW: How does racism and prejudice impact your life, either as the target or as a non-target? What do you believe needs to happen to end institutionalized racism? What role can you personally play?

3 Hours

Topics: Midterm Examination. Reflection Journals Due. First Project Due.

3 Hours

Topics: Sexism. RFT: McIntosh - White Privilege and Male Privilege; Faludi - Blame it on Feminism. JQW: Many are raised to believe men and women have equal opportunity to achieve anything they want to achieve in the U.S. Do you believe this? Identify examples in your community site that support and defy this belief. Do you notice any gender differences in your site, for example, do boys and girls/men and women engage in activities that may be stereotypical for their gender?

3 Hours

Topics: Compassion & Blame: Understanding others' perspectives. RFT: Campo 'Give Back to Your Community,' she said; Chodron. On Being a Good Neighbor. JQW: What has been positive about your experience in the community so far? What has been challenging or uncomfortable? What have you learned about compassion, blame and understanding others' perspectives?

3 Hours

Topics: Oppression, Youth and Schools. RFT: Pharr: The common elements of oppressions. Search Institute. Developmental Assets of Youth Development. JQW: To what extent are the "youth development principles" evident in the programs that you are working with? Do they take an "assets" based approach to their work? What needs are getting met?

3 Hours

Topics: Sexism and Heterosexism. RFT: Gould - A Fabulous Child's Story. JQW: How does heterosexism play a role in your life? In what ways do you receive privileges or prejudices based on sexual orientation? What examples of heterosexism and homophobia do you see in your daily life, at you service site?

3 Hours

Topics: Responses to Oppression: Resistance, Allies, Internalized Oppression. RFT: Street -Battling Toxic Racism; Hamilton - Women, Home, and Community: The Struggle in an Urban Environment. JQW: What did you learn from the courageous acts of resistance of people? How do you resist oppression? What does it mean to be an ally with people who are the targets of injustice? Do you want to be an ally for others? Where will you start?

3 Hours

Topics: Charity and Social Change. RFT: Kahne & Westheimer- In the Service of What: The Politics of Service Learning; Ogden Going Beyond Service. JQW: What did you learn from the activities on charity and social change? Give an example of someone from ancient times who is known for his/her charity and social change. How do charity and/or social change relate to your goals for your own life?

3 Hours

Topics: Assimilation of Concepts. In class reading: Bella, teal Habits of the Heart. Class discussion: The authors of Habits of the Heart state that Americans are united 'in at least one belief--the belief that economic success or misfortune is the individual's responsibility, and his or hers alone. Do you agree? JQW: Analyze the class discussion around Habits of the Heart and develop a concept statement around economic success and personal responsibility.

4 Hours

Topics: Reflection on Service Learning. Student presentations/class discussion.

2 Hours

Second Project Due. Final Exam.

METHODS OF INSTRUCTION:

Lectures, in-class activities, out-of-class activities, videos, guest presenters, and class assignments.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 81

Assignment Description

Reading, research, observation and practice working with community education programs for children.

Required Outside Hours 27

Assignment Description

Textbook readings. Study for exams.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 25

Evaluation Description

Writing assignments: 20% - 40%

Written Homework,

Essay Exams,

Term Papers

Problem-solving assignments

Evaluation Percent 25

Evaluation Description

Problem-solving demonstrations: 20% - 40%

Field Work,

Exams

Skill demonstrations

Evaluation Percent 25

Evaluation Description

Skill demonstrations: 20% - 40%

Field Work

Other: Community work is defined as valuable by the community.

Objective examinations

Evaluation Percent 25

Evaluation Description

Objective examinations: 20% - 40%

Multiple Choice, True/False, Matching Items.

REPRESENTATIVE TEXTBOOKS:

Dana & Hoppy. The Reflective Educator's Guide to Classroom Research Learning to Teach and Teaching to Learn Through Practitioner Inquiry. Cowin Publishing, 2019 or a comparable textbook/material.

ISBN: 978-1544352183

12th Grade Verified by: Claire Boss

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200130

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level:

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: D

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000136966

Sports/Physical Education Course: N

Taxonomy of Program: 130500