



Faculty Seminar in Service-Learning

June 22 - 26, 2009

The seminar will take place in the CELTS conference room, 2nd Floor Trades Building. The dates and times for the seminar are as follows:

Monday June 22 from 9 a.m. – 1 p.m.

Tuesday June 23 from 9 a.m. – noon

Wednesday June 24 from 9 a.m. – 1 p.m.

Thursday June 25 from 9 a.m. – 1 p.m.

Friday June 26 from 9 a.m. – noon

CELTS will provide three lunches, on Monday June 22, Wednesday June 24, and Thursday June 25. The lunches will take place in the Faber Library of the Appalachian Center on the first floor of the Bruce Building. These working lunches are part of the seminar, and will include conversations with faculty, community partners and students who have been involved with service-learning courses.

Each component of this seminar is designed to facilitate the development of a syllabus for a service-learning course, which you plan to teach within the next year. The syllabus for your course will be due on Monday June 29 (the Monday following the final day of the seminar). When you teach the course, you might decide to change details of the syllabus (readings, dates, etc.), but you should be able to design the basic service-learning components of the course during this seminar.

The course you will develop during the seminar will be a central focus of seminar discussions and peer review. Please come prepared to share about your course and to share the parts of your syllabus that will be relevant to each day's discussion.

The following syllabus outlines the plan for each day of the seminar. For each day, you will find an overview of the schedule for that day, the assignment to be prepared for the peer review session for that day, and a list of the readings assigned for that day's discussion. Some of the readings are copied and included in your binder; the other required readings are found in the books that you received along with your binder. Because the seminar moves so quickly, it is important that you have completed the readings before each day of the seminar.

Monday June 22

Schedule	9 a.m. – 1 p.m.
8:30 a.m.	Coffee and tea (optional)
9 a.m.	Welcome Review seminar syllabus and week's schedule
9:30 a.m.	Introductions and Sharing Courses: Be prepared to describe the course you are designing or revising. Describe the purpose of your course, and your plans for a service-learning project for the course.
10 a.m.	Discussion: Service-Learning - Putting Theory into Practice
10:30 a.m.	Break
10:40 a.m.	Discussion: Service-Learning Project and Syllabus Design
11:45 a.m.	Reflection on the day and preview the next day
Noon	Lunch and discussion with faculty who have taught with service-learning
1 p.m.	End for the day

Readings and Assignments for Today's Discussion (Monday June 22)

Assigned Readings for Discussion: *Service-Learning - Putting Theory into Practice*

Eby, J. (1998). *Why service-learning is bad*. Retrieved June 9, 2009 from

http://www.messiah.edu/external_programs/agape/servicelearning/articles/wrongsvc.pdf .

Furco, A. (1996). Service-learning: A balanced approach to experiential education. *Expanding Boundaries: Serving and Learning*. Washington, DC: Corporation for National Service. Reprinted in Campus Compact's (2000) *Introduction to Service-Learning Toolkit* (pp. 11 -14).

Howard, J. (2001). Principles of good practice for service-learning pedagogy. In J. Howard (Ed.), *Service-learning course design workbook* (pp.16-19). Ann Arbor, Michigan: OCSL Press.

Look over CELTS materials:

- Faculty Service-Learning Handbook
- Service-Learning Definition
- Service-Learning Continuum
- *Why Service-Learning? Reflections from the Service-Learning Advisory Committee* (from Spr. 08 issue of *CELTS Connector*)
<http://www.berea.edu/celts/documents/Connector-v07-i2-Spring2008.pdf>

Assigned Readings for Discussion: *Service-Learning Project and Syllabus Design*

Heffernan, K. (2001). Course organization. In K. Heffernan, *Fundamentals of service-learning course construction* (pp. 1-8). Providence, RI: Campus Compact.

Heffernan, K. (2001). Implementation. In K. Heffernan, *Fundamentals of service-learning course construction* (pp. 9-21). Providence, RI: Campus Compact.

Recommended Readings

Heffernan, K. (2001). Service-learning assignments. In K. Heffernan, *Fundamentals of service-learning course construction* (pp. 79-109). Providence, RI: Campus Compact.

Tuesday June 23

Schedule	9 a.m. – Noon
8:30 a.m.	Coffee and tea (optional)
9 a.m.	Peer Review: <ul style="list-style-type: none">• Share academic learning goals for your course and your service-learning project.• Describe a sample syllabus (from one of the books or on-line resources) or a model for service-learning (from the Heffernan reading), that will be helpful in designing your service-learning course.
10 a.m.	Discussion: Reflection and Assessment
11 a.m.	Break
11:15 a.m.	Discussion: Reflection and Assessment - continued
11:45 a.m.	Reflection on the day and preview the next day
Noon	End for the day

Readings and Assignments for Today's Discussion (Tuesday June 23)

Peer Review

- Identify the academic learning goals for your course. Specify which of these learning goals will be addressed by the service-learning component of the course.
- Using the "models for service-learning" described in the Heffernan reading, come prepared to discuss the model you plan to use in designing your service-learning course.
- Prior to the session, review sample syllabi in your discipline. Many syllabi can be found through websites that contain databases of service-learning syllabi, searchable by discipline and other factors, and provided on the web resource sheet in your binder. Additional samples are found in the recommended Heffernan reading (see below). Be prepared to discuss examples of service-learning syllabi that will be helpful in designing your syllabus.
- Prior to this session, review books, borrowed from the CELTS service-learning resource library, that describe service-learning courses in your discipline.

Assigned Readings for Discussion: *Reflection and Assessment*

Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service-learning: Making meaning of experience. *Educational Horizons, Summer 1999*, 179-185. Reprinted in Campus Compact's (2003) *Introduction to Service-Learning Toolkit* (pp. 83 - 89).

Rama, D. V. Service-learning: Using structured reflection to enhance learning from service. Retrieved on June 9, 2009 from <http://www.compact.org/disciplines/reflection/>. (*The "Reflection FAQs" section of this webpage is particularly helpful, but feel free to explore other sections of this useful resource, as well.*)

Recommended Readings and Resources

Ash, S. L., & Clayton, P. H. (2004). The articulated learning: An approach to guided reflection and assessment. *Innovative Higher Education, 29* (2), 137 – 154. Retrieved June 19, 2008 from

<http://web.ebscohost.com/ehost/pdf?vid=3&hid=15&sid=8f97bcc0-da88-4426-bd09-387db7f96772%40SRC5M2>

- Additional reflection manual: http://www.uvm.edu/~dewey/reflection_manual/index.html

Wednesday June 24

Schedule	9 a.m. – 1 p.m.
8:30 a.m.	Coffee and tea (optional)
9 a.m.	Peer Review: <ul style="list-style-type: none">• Share a reflection activity that you have found to be effective or that you plan to use in your course, and• Share an assignment you will use to assess student learning in your course
10:30 a.m.	Discussion: College/Community Partnerships
11:15 a.m.	Reflection on the day and preview the next day
11:30 a.m.	Lunch and Discussion with Community Partners: College/Community Partnerships
1 p.m.	End for the day

Readings and Assignments for Today's Discussion (Wednesday June 24)

Peer Review

- Bring an example of a reflection exercise that you plan to use in your course. The exercise can be one of your own or one from the on-line manuals. Be prepared to describe and/or facilitate a sample of this reflection exercise.
- Bring an assignment that will assess student learning related to the integration of the service-learning project and the academic learning goals of the course.

Assigned Readings for Discussion: *College/Community Partnerships*

Holland, B. A., & Sherril, B. G. (1998). The state of the "engaged campus": What have we learned about building and sustaining university–community partnerships? *AAHE Bulletin, October 1998*, 3-6. Reprinted in Campus Compact's (2003) *Introduction to Service-Learning Toolkit* (pp. 195 - 198).

Sandy, M. (2007). *Community Voices: A California Campus Compact study on partnerships*. San Francisco: California Campus Compact. Retrieved June 16, 2008 from http://www.cacampuscompact.org/download/programs/Final_Report.pdf . (This is a long report, although it is a relatively quick read, because it contains lots of quotations and text boxes, which highlight the key results of the focus groups on which this study was based.)

Recommended Readings

Bacon, N. (2002). Differences in faculty and community partners' theories of learning. *Michigan Journal of Community Service Learning, 9 (1)*, 34 – 44.

Leiderman, S., Furco, A., Zapf, J., & Goss, M. Building partnerships with college campuses: Community perspectives. Council of Independent Colleges. Retrieved June 12, 2007 from http://www.cic.edu/caphe/grants/engaging_monograph.pdf . (When reading this article, focus on pages 6 – 17, which includes the sections titled "Emerging Themes" and "Recommendations and Implications for Practice and Policy.")

- http://comm-org.wisc.edu/sl/e107_files/public/cs4slbrochure.pdf – This website lists community standards for service-learning, based on interviews with 30 community organizations in Madison, Wisconsin.

Thursday June 25

Schedule	9 a.m. – 1p.m.
8:30 a.m.	Coffee and tea (optional)
9 a.m.	Peer Review: Share your plan for orienting students to the community partner organization
10 a.m.	Discussion: Student Perspective and Diversity
11:15 a.m.	Reflection on the day and preview the next day
11:30 a.m.	Lunch and Discussion with students who have participated in service-learning courses

Readings and Assignments for Today's Discussion (Thursday June 25)

Peer Review

- Bring an assignment or activity that will help orient students to the community partner organization.

Discussion: *Diversity and the Student Perspective*

Lewin, T. (2005, May 19). Up from the holler: Living in two worlds, at home in neither. *The New York Times*. Retrieved May 20, 2005 from <http://www.nytimes.com/2005/05/19/national/class/DELLA-FINAL.html> .

Mendel-Reyes, M., & Mack, D. (in press). "We'll understand it better by and by": A three-dimensional approach to teaching race through community engagement. In S. Evans, C. Taylor, M. Dunlap, & D. Miller (Eds.), *African Americans and community engagement in higher education*. Manuscript under review at SUNY Press.

Tatum, B. D. (1992). Talking about race, learning, about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review*, 62 (1), 1-24. (Focus on the racial identity development models on pages 9-17.)

Recommended Readings

Green, A. E. (2001). "But you aren't white:" Racial perceptions and service-learning. *Michigan Journal of Community Service-Learning*, 9 (1), 18 – 26.

Hayden, Jr., W. (2004). Appalachian diversity: African-American, Hispanic/Latino, and other populations. *Journal of Appalachian studies, special issue, Appalachia counts: The region in the 2000 census*, 10 (3), 293-306.

Friday June 26

Schedule	9 a.m. – 1 p.m.
8:30 a.m.	Coffee and tea (optional)
9 a.m.	Peer Review: Share your draft syllabus. Bring specific questions for discussion.
10:45 a.m.	Break
11 a.m.	Final reflection and Overview of CELTS SL Resources and Programs
Noon	End for the day

Readings and Assignments for Today's Discussion (Friday June 26)

Peer Review

- Bring your draft syllabus. Bring specific questions for discussion.
- Your completed service-learning syllabus and evaluation are due to Ashley Cochrane by Monday June 29! Please send these items electronically.