



PHILADELPHIA  
UNIVERSITY

SERVE -101, Serving and Learning in Philadelphia

Fall 2009

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Credits 1.0  
Prerequisites: None

Instructor: TBA  
Office: TBA  
Phone: TBA  
Email: TBA  
Office Hours: By appointment.

**Course Description:** This civic engagement and service-learning course is designed to create an opportunity to understand the reciprocal nature and responsibility of citizenship for the individual and community through both practical applications of service projects and critical reflection.

**Course Goals and Objectives:** Through the completion of a minimum of 10-15 hours of service at a placement site of your choice, online journaling, attending four class meetings, and participation in a service-learning showcase, students in this course will:

- Develop a sense of responsibility and commitment towards public service and citizenship through critical reflection and action;
- Improve their understanding of societal problems that affect members of the Philadelphia area community and beyond;
- Relate community service experiences and issues to assigned journal questions and readings;
- Develop a commitment to full participation in the life of their communities; and
- Consider civic obligations as a professional to improving quality of life of communities.

**Grading and Evaluation Guidelines:** Course grades are based on the following criteria:

1. Attendance and Participation	25%
2. Completion of Community Service Assignment	25%
3. Reflective Journals	25%
4. Final Presentation	25%

**Class participation:** Attendance is a vital component of this course since it meets only four times during the academic semester. Given that attendance is a bare minimum, full participation is necessary to successfully complete the course. This includes being prepared for class discussions and having completed all assignments allowing you to fully engage in discussion and reflection activities.

**Completion of Community Service Assignment:** Once a site is selected, students and community partners must jointly complete a Student/Agency contract that enables the student and the agency to agree upon expected service hours, duties, and supervision. All students must submit the completed contracts no later than week three of the semester. Students cannot begin completing their service at their agency without submitting a complete contract.

**Reflective Journals:** Online journals are due as assigned. Journals must respond effectively to posted discussion questions and are to be completed within five days after the question is posted online. Although journals are to be written in an informal manner, you are expected to not only describe your service experience but to reflect on relevant readings and critical questions assigned.

**Final Presentation:** On the final week of class, all participating students will be asked to develop a poster presentation that focuses on civic reflection involving knowledge, skills, and values involved in serving as an active citizen. The idea is that reflection will result in a deeper understanding of our social responsibility and allow us a more purposeful experience when meeting the needs of our community. For our purposes, we will be using the “What, So What, Now What?” model of reflection.

- **“What”** brings focus not only to the service performed, but what the participant and recipient obtained from the service experience. The “What” is important in determining if the service you performed met your level of commitment and satisfied your goals in serving the community. It also fosters reflection on what kind of role you are played in your community.
- **“So What”** goes a step deeper and focuses more on the changes that took place within yourself and within the organization you served as a result of your involvement. It promotes problem-solving and reevaluation if the service you provided met your expectations.
- **“Now What”** is the crux of lifelong civic engagement and social action. What kind of lasting impact have we left on the community we’ve worked with and perhaps most importantly, what lasting impact has that community left on us?

**Required Texts and Materials:** You are expected to come to class with all necessary materials. There is no required text for the civic engagement course; all materials are available in the Blackboard site.

**Academic Honesty:** Course work should be consistent with recognized principles of academic honesty. Plagiarism is a serious academic offense that can also result in expulsion from the

University. Be sure you have read and understand the Philadelphia University Academic Integrity Policy, available in the *Student Handbook*. All students must adhere to it.

**Learning Accommodations:** Students with disabilities needing academic accommodations should register with and provide documentation to the Office of Disability Services and bring the compliance letter to the instructor indicating you need academic accommodations at least a week before the first assignment deadline. For more information about services available to students with disabilities, visit the following website: <http://www.philau.edu/disabilityservices/>

## **Academic Support Services**

### **Gutman Library** ([www.philau.edu/library](http://www.philau.edu/library))

The home page of the Gutman Library provides students with a variety of information resources, including databases and research guides. Librarians are available online and in person at the information desk to help students with research.

### **The Learning and Advising Center** ([www.philau.edu/learning](http://www.philau.edu/learning))

The Learning and Advising Center provides one-on-one tutoring assistance for writing, study strategies, test taking, and specific Philadelphia University courses. To make a tutoring appointment, students should stop by the Learning and Advising Center in Haggard Hall or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center's website.

### **Technology assistance** (<http://www.philau.edu/OIT/>)

For assistance with technology issues, students should contact the Technology Help Desk at (215) 951-4648 or send an email to [helpdesk@philau.edu](mailto:helpdesk@philau.edu). General purpose computing facilities are available in Search Hall and Gutman Library.

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### Sample Course Schedule

Note: *Scheduled class topics are subject to change with advance notice. Students will be held responsible for noting all specific changes with assignments and their due dates. All assignments should be completed prior to the date indicated.*

<b>Week 1: Class Meeting: Introduction to Course and Placement Selection</b>
Week 2: Time allocated for site research, including participation in Community Service Fair. Online Journal 1: Personal Values Assessment
Week 3: Community Agency/Student Contract Due. Online Journal 2: Personal Expectations
<b>Week 4: Class Meeting – Reflection Agency Histories Presentation to Class</b>
Week 5: Time Allocated to Service. Online Journal 3: Response to Bb article. Suggested Reading: “On Being a Good Neighbor” by Martin Luther King, Jr.
Week 6: Time Allocated to Service. Online Journal 4: Diversity and Privilege
Week 7: <i>Individual Consultation with Instructor</i>
Week 8: Time Allocated to Service. Online Journal 5: Response to Bb article. Suggested Reading: “Democratic Education, Student Empowerment, and Community Service” by Susan Seigel and Virginia Rockwood
<b>Week 9: Class Meeting: Service Progress Reports and Issue Presentation to Class</b>
Week 10: Time Allocated to Service. Online Journal 6: Public Policy
Week 11: Time Allocated to Service. Online Journal 7: Response to Bb article. Suggested Reading: Leadership for social change by Alexander W. Astin.
<b>Week 12: Class Meeting: Service Progress Reports and Social Action Presentation to Class</b>
Week 13: <i>Individual Consultation with Instructor</i>
Week 14: Time Allocated to Service. Online Journal 8: Integrating your experience.
<b>Week 15: Service-Learning Showcase</b>