ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 11/2/11

1. ACADEMIC UNIT: Mary Lou Fulton Teachers College - University Service Learning

2. COURSE PROPOSED: USL 216 Service Learning: For Educators 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Deborah Ball Phone: 5-8092
Mail Code: 5511 E-Mail: Deborah.Ball@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas
Literacy and Critical Inquiry—L
Mathematical Studies—MA CS
Humanities, Fine Arts and Design—HU
Social and Behavioral Sciences—SB
Natural Sciences—SQ SG

Awareness Areas
Global Awareness—G
Historical Awareness—H
Cultural Diversity in the United States—C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: □ No □ Yes; Please identify courses: ________________________________

Is this a multisection course?: □ No □ Yes; Is it governed by a common syllabus? ____________

Deborah Ball
Chair/Director (Print or Type) Chair/Director (Signature)

Date: ____________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>ASU--[C] CRITERIA</th>
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<tbody>
<tr>
<td><strong>CULTURAL DIVERSITY IN THE UNITED STATES</strong></td>
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<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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1. A Cultural Diversity course must meet the following general criteria:

- The course must contribute to an understanding of cultural diversity in **contemporary** U.S. Society.

- Course description, reading list, demonstrated focus and syllabus

2. A Cultural Diversity course must then meet **at least one** of the following specific criteria:

- In-depth study of culture-specific and cultural experiences in areas of education, language, politics, work, religion, etc of minority group, language, gender, and socio-economic status that affect community needs, citizenship and social justice.

- The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.

- Course description, reading list, classroom workshops and syllabus

*gender

**racial, ethnic and/or linguistic minority groups
b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States. In order to study social injustices that effect the student achievement of children in our local schools, it will be imperative to also complete a comparative analysis of privileged versus marginalized diverse groups. While working with diverse student populations, class curriculum will correlate experiences and world views that may be the root causes of social justice issues, in particular education, in the United States. This class will complete a critical analysis of cultural contributions of particular groups on social justice including but not limited to African American, Hispanic, and Native American Cultures, Gay/Lesbian/Bisexual/Transgender, Women, Children with Disabilities, etc.
<table>
<thead>
<tr>
<th>ASU--[C] CRITERIA</th>
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<tbody>
<tr>
<td><strong>c.</strong> The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
</tr>
</tbody>
</table>

*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

This course is primarily a study of social, economic, political and psychological dimensions of relations between & among gender, racial, ethnic & linguistic minorities within our local community and nationwide, in particularly of African Americans, Hispanics, Native Americans, Women, Gay/Lesbian/Bisexual/ Transgender, people with disabilities and senior citizens. These elements are present throughout all the material, lessons, and assignments.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example-See 2b. Compares 2 U.S. cultures</td>
<td>Example-Compares Latino &amp; African American Music</td>
<td>Example-See Syllabus Pg. 5</td>
</tr>
<tr>
<td>See 2a. In-depth study of culture-specific elements, cultural experiences, or cultural contributions of gender, race/ethnic or linguistic minority groups within the US. Contribute to the understanding of cultural diversity in contemporary American society.</td>
<td>Examine social injustices suffered by specific marginalized populations (African American, Hispanic, Native American, elderly, disabled, impoverished, gay/lesbian, immigrants, etc.) and their effects on student achievement.</td>
<td>This course provide a forum for critical thinking and analysis for a deeper understanding of cultural diversity, citizenship, and how to contribute to positive social change in our local community. The course will critically analyze social injustices (education, health care, immigration, the environment and labor rights facing marginalized populations including but not limited to people living in poverty, racial minorities, immigrant populations, the elderly, people with disabilities, gay/lesbian, refugees, etc. Moreover, this course will focus on the effects these social injustices on student achievement of school-age children. In order to promote social change as classroom teachers, students learn the importance of respect for diverse perspectives to envoke positive social change, while honoring cultural guidelines. Students also analyze the negative affects of stereotyping and bias and develop strategies to reduce stereotyping after understanding the cultural implications of discrimination on individuals. Examples of specific cultural...</td>
</tr>
</tbody>
</table>
groups will deepen their understanding of the societal implications of discrimination and the contribution of such on current social justice issues facing our community. See Syllabus, page 3, 4 & 5.

| See 2c. study of social economic, political, or psychological dimensions of relations between gender, racial, ethnic, and linguistic minorities with the US | Examines, discuss and take action toward communal issues, both the root of the issue which can be attributed to socio-economic status or membership of a gender, racial, ethnic or linguistic minority and positive action towards solving those issues with empathy and understanding of cultural diversity. Reflect upon the implications of cultural diversity on education, health care, labor rights, social services, environmental concerns, politics, and social embeddedness. Additionally consideration will be taken to the affects of community issues in health care, immigration, labor rights, environmental, welfare, and other social injustices have on education. Compare minority groups, such as African American, Hispanic, and Native American and Caucasian. | This course increases citizenship and civic engagement of our students by engaging them in service while studying social injustices affecting our community and the role democracy plays in US policy and the affects of those policies on the people in our community, especially the children we educate. This course facilitates critical thinking about how gender, race/ethnicity, religion, socioeconomic status, citizenship, and education affect our beliefs, actions, democratic practices and levels of social embeddedness of our community. This provides students with the tools to apply academic skills and knowledge to real-world problems to create social change for the improvement of our communities. See Syllabus Page 3, 4 & 5 |
COURSE DESCRIPTION:

This is a graded internship that allows students to integrate coursework with a hands-on service learning experience.

The central objective of this course is to examine the effects of social justice issues on student achievement. Internships working with high needs children will be utilized to promote critical reflection to analyze community needs, the importance of civic engagement, and community issues affecting ethnic minorities and marginalized populations in contemporary American society particularly how it applies to our education system. Students dedicate 45 hours at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, etc.) directly serving high needs youth. A weekly seminar, course readings, discussions, and reflection assignments facilitate critical thinking and a deeper understanding of cultural diversity, citizenship, how to contribute to positive social change in our community, and how to utilize these practices in the teaching profession to better serve all children. The course is also designed to provide “real-world” experiences that exercise academic skills and knowledge applicable to each student’s program of study and career exploration working with children, youth and families.

STUDENT LEARNING OBJECTIVES:

Student will be introduced to essential skills associated with their baccalaureate studies to actively serve children in the local community. While completing this in-depth study of cultural diversity, citizenship and social justice issues facing our community, students will gain an understanding of the value of Social Embeddedness and the importance of incorporating civic engagement into their pedagogy, as they strive to become civically engaged classroom teachers. Students will be introduced to community issues and their effects on student achievement such as poverty, discrimination, inequalities in schools and health care, and other community issues facing ethnic minorities and marginalized populations. Students will better understand the needs of future students of all diverse backgrounds and adjust instruction to best suit their needs. Students will also learn how implement service learning as an instructional methodology and clearly articulate this learning in written assignments.

INTERNSHIP RESPONSIBILITIES:

- Service hours – 45 hours of community outreach (spread throughout the semester in which you are enrolled in the course) serving a population in need with a pre-approved site partner (Title I school, nonprofit or community organization, or government entity). You must arrange your internship site placement, submit the online Internship Selection Form, and begin your service hours no later than the end of the 2nd week of the semester.
- Weekly Seminar – Students are expected to attend class every week.
- Online USL Account – Create a USL online student account, prior to or immediately after the first day of class. This system is used to submit timecards & the Internship Selection Form which details service and goals.
- Timecards – Report service hours after each service shift including records of your activities during that time.
- Service Learning Critical Reflection Assignments – In depth analysis of societal issues related to assigned scholarly articles, seminars and service to the community.
- Poster Session & Reflection Presentation – Midterm poster session & end of the semester presentation (Must demonstrate mastery of critical thinking and application of subject knowledge as it relates to real world service experiences.)

GRADING SYSTEM: Grading is based upon the total number of points earned for the semester.

Grading Scale

- 98%-100% = A+
- 93%-97% = A
- 90%-92% = A-
- 87%-89% = B+
- 83%-86% = B
- 82%-80% = B-
- 77%-79% = C+
- 70%-76% = C
- 60%-69% = D
- 59% and below = E
COURSE FORMAT: Hybrid – Lecture & Internship

GENERAL STUDIES: Cultural Diversity in the United States (C) & Literacy (L)

REQUIRED COURSE READINGS & OTHER SOURCES:


CALENDAR

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Details</th>
<th>Assignments</th>
<th>Due – Sun at 11:59 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 8/22</td>
<td>First class – Syllabus &amp; Service</td>
<td>Action Plan for finding your internship</td>
<td>8/28</td>
</tr>
<tr>
<td>2 – 8/29</td>
<td>Reflection</td>
<td>Pre-service Reflection &amp; ISF</td>
<td>9/4</td>
</tr>
<tr>
<td>3 – 9/5</td>
<td>What is Service Learning &amp; What is Social Justice?</td>
<td>SL Assignment #1 - Developing awareness of Poverty through SL (Fox)</td>
<td>9/11</td>
</tr>
<tr>
<td>4 – 9/12</td>
<td>Civic Engagement, Citizenship &amp; Human Rights</td>
<td>Service Goals</td>
<td>9/18</td>
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<tr>
<td>5 – 9/19</td>
<td>Social Identities, Stereotyping</td>
<td>SL #2 – Effects of Homophobic Bullying (Birkett)</td>
<td>10/2</td>
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<tr>
<td>6 – 9/26</td>
<td>Diversity</td>
<td>SL #3 – Savage Inequalities (Kozol)</td>
<td>10/16</td>
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<tr>
<td>7 – 10/3</td>
<td>Discrimination – A Class Divided</td>
<td>Due in class</td>
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<tr>
<td>8 – 10/10</td>
<td>How does Poverty affect student achievement?</td>
<td>SL #4 – Bev Consumption &amp; Risk (Wharton)</td>
<td>10/30</td>
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<tr>
<td>9 – 10/17</td>
<td>Poster Session</td>
<td>Immigration &amp; Education; Language Policy in schools</td>
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<tr>
<td>10 – 10/24</td>
<td>Inequalities in Schools; How does inadequate health care affect children in schools?</td>
<td>11 – 10/31</td>
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<tr>
<td>12 – 11/7</td>
<td>Ed Policy &amp; Funding</td>
<td>11 – 10/31 Immigration &amp; Education; Language Policy in schools</td>
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<tr>
<td>13 – 11/14</td>
<td>Using SL as a Teaching Methodology</td>
<td>12 – 11/7 Ed Policy &amp; Funding</td>
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<tr>
<td>14 – 11/21</td>
<td>Week off for holiday</td>
<td>13 – 11/14 Using SL as a Teaching Methodology</td>
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<tr>
<td>15 – 11/28</td>
<td>Teaching a SL component continued – Impacting Realistic Social Change</td>
<td>Teaching SL Project</td>
<td>12/4</td>
</tr>
<tr>
<td>16 – 12/5</td>
<td>Group Presentations</td>
<td>Post-service Reflection</td>
<td>12/11</td>
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*Final Presentations will continue during the scheduled final times, thought the location may vary.*
Find C-criterion highlighted in the following  

**Blackboard (BB)**
- Students are expected to check BB regularly for announcements.
- Folders on BB are as follows:
  - Course Information – Syllabus, Student Handbook, Site Placement Documents, Forms Folder, Instructions on how to submit assignments
  - Assignments – All assignments in chronological order by due date
  - My Grades – Monitor your progress
  - Staff Information – Info for you instructor, the Placement Coordinator, USL Director, etc.

### GRADING CRITERIA

<table>
<thead>
<tr>
<th>GRADED COMPONENTS:</th>
<th>Points Possible</th>
<th>Approx % of Final grade</th>
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<tbody>
<tr>
<td>Service Hours: Timecards must be approved by supervisor</td>
<td>100</td>
<td>15.2%</td>
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<tr>
<td>Completion of 45 hours = 100 points</td>
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<tr>
<td>Less than 45 hours = 0 points</td>
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<tr>
<td>Timecards &amp; other paperwork submission on time:</td>
<td>24</td>
<td>3.6%</td>
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<td>1 points per 14 weeks of Timecards</td>
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<td>4 points - Action Plan</td>
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<tr>
<td>6 points - Internship Selection Form (ISF)</td>
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<tr>
<td>Weekly Seminar:</td>
<td>180</td>
<td>27.3%</td>
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<tr>
<td>12 points x 15 times per semester (24 points of this are applied towards speeches – 3.6%)</td>
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<tr>
<td>Service Learning Assignments:</td>
<td>275</td>
<td>41.7%</td>
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<tr>
<td>Pre-Service Reflectoin – 25 points</td>
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<tr>
<td>Service Goals - 15 points</td>
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<tr>
<td>Service Learning Articles Reflections: 20 points each (5) = 100</td>
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<tr>
<td>Article Quizzes – 5 points each (5) = 25</td>
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<tr>
<td>SL Project – 50 Points</td>
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<tr>
<td>Post-Service Reflection - 60 points</td>
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<tr>
<td>Oral Reflections:</td>
<td>80</td>
<td>12.2%</td>
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<tr>
<td>Poster Session – 40 points</td>
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<tr>
<td>Presentation – 40 points</td>
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**Total Points Possible = 659**

The University offers course credit for the class seminar & academic coursework, not for the service. Because the service is a crucial basis for the seminar and coursework, the service is mandatory.

- Completion of fewer than 45 service-hours will result in automatic failure of the course.

### Critical Reflection Criteria

Critical Reflection is a process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is the process of analyzing the implications of actions taken, good and bad, and determining what has been gained, lost, or achieved and then connecting these conclusions to course curriculum, current research, future actions and larger societal contexts. It is an essential process for transforming experiences gained from the service activities and the course materials into genuine learning. It enhances student’s critical understanding of the course topics and their ability to assess their own values, goals, and progress.

Critical Reflection Assignments must be completed in a three step writing process. In each Critical Reflection Writing Assignment, students will:

1) Complete a review of a prompted subject correlated to a course topic (related to a social justice issue facing our contemporary American society such as discrimination, labor rights, poverty, problems facing our education system, health care issues, and environmental concerns). This will include a complete report of the prompted subject (the facts, their perspectives, background knowledge, historical relevance, cultural aspects and possible opposing perspectives).

2) Compare and Contrast the review in step 1 with assigned scholarly articles and in class lessons and workshops.

3) Critically analyze the significance of the topic and the larger implications of the greater societal context of the subject.

Students complete two substantial critical reflection assignments:

1 – Critical Reflection Series – 5 essay assignments, each building upon the previous assignment resulting in an overall cohesive understanding of the topic. Each of the 5 assignments are graded separately providing students with regular feedback on their progress. (Each assignment ranges from 3-5 pages of writing for a total of 15-25 pages for the series)

2 – Pre & Post Service Critical Reflection Assignments – Students follow the Critical Reflection process in prompted questions related to civic engagement, notion of citizenship, and other course objectives. This serves as a assessment that illustrates the students improvements in knowledge and application of subject matter from the beginning of the semester to the end. The pre-service reflection is a 5 page writing essay assignment and the post-service is 7 pages for a total of 12 pages for the pair.
Find C-criterion highlighted in the following  C1 – yellow  C2a – green  C2b – yellow & green  C2c - blue

Topics, Seminars, Readings, Assignments

Week 1
This lesson includes explanation of the course syllabus, the student handbook (detailing the service expectations), and a step-by-step demonstration of the web system.

1. Go over each item individually [115 min]
2. Working agreement for classroom discussions

Assignments – Set up service internship with an organization from our pre-approved list, create student web account on http://servicelearning.asu.edu, & complete week one time log

Week 2
This lesson includes explanation of the definition of critical reflection, the importance of usage and models of implementation in a PowerPoint presentation. Students will learn how to use critical reflection as a writing style. Then, students will practice critical reflect by watching a video clip and reading a controversial article about SB 1070 and how it will affect local Hispanic people. Students will reflect internally and then discuss in a large group.

1. PowerPoint Presentation – Critical Reflection & Models of Reflective Writing (20 Minutes)
2. Watch Crash Video Clip (40 minutes)
   a. Practice following one of the reflection models as a writing style after each clip
3. Read Controversial article or clip (Ex. Article on SB 1070) (15 minutes)
   a. Practice reflective writing, critical thinking and discussion

Assignments – Complete pre-service reflective writing assignment, complete week 2 time log

Week 3
This lesson will define Service Learning. Students will be able to identify service projects in the community, assess needs for service, and learn to pay attention to the community around them. Students will be able to identify the differences between service learning, volunteerism and community service, including an introductory to different populations in need of assistance. Furthermore, students will define social justice and identify categories of social justice occurring in contemporary American society.

1. PowerPoint Presentation – What is SL? (20 Minutes)
2. Watch Eden’s Lost & Found Video Clip (10 minutes)
   a. Discussion and Identify the service projects in the video (7 minutes)
3. PowerPoint Presentation – Social Justice
   a. Identify categories of social justice
2. Arrange students in small groups according to their service areas:
   Small group discussions
   a. Discuss examples of social injustice


Using Critical inquiry, students will analyze the social injustices facing each of the diverse populations below:

- Ethnic Groups (Black, Hispanic, Native American, Asian, Etc)
- Women
- Gay, Lesbian, Bisexual Transgender
- Senior Citizens
- Immigrants and Refugees
- People with Disabilities
- People living in Poverty
- Other populations or social identities that make people different (homeless, obese, little people, left-handed, etc)

Assignments – Article: “Service Learning, Race & the College Classroom”, correlated writing assignment, and week 3 time log

Week 4
This lesson includes a critical analysis, discussion and reflection of the Article, “Service Learning, Race & the College Classroom”. Then, students will define & analyze citizenship and civic engagement. Students will gain a greater understanding of the meaning of citizenship and identify actions of productive citizens. It is then important to define and discuss the differences between rights and opportunities. Students will critically analyze rights according to the US Constitution and Universal Declaration of Human Rights. This activity will also assists students to recognize that many points of view may exist on any given topic. While people often try to convince others of their positions, there is also value in hearing and understanding the perspectives of others, particularly when making decisions. This lesson teaches the students to respect & value diverse opinions while understanding that interpretation of the item can
Find C-criterion highlighted in the following C1 – yellow C2a – green C2b – yellow & green C2c - blue

be affected by culture. Students will learn to actively and productively communicate their viewpoint on controversial topics without violating the rights or opinions of others.

1. Recitation Discussion on the Article SL, Race & the College Classroom. See discussion questions.
   a. Define Race, Culture & Ethnicity
2. PowerPoint Presentation – Citizenship
   a. In small groups, define citizenship/civic engagement & what it means to be a good citizen
   b. Discuss in large group actions taken by productive citizens
   c. Define & discuss the difference between Rights & Opportunities

Assignments – Complete Social Identities Worksheet complete week 4 time log

Week 5
In this lesson students will begin to explore their own social identities. By understanding one’s social identity, they can begin to understand diversity and respect of others’ social identities. This lesson will begin the framework for our study of diverse groups and set the tone for learning about different cultures and the greater context cultural differences has on social justice issues facing our contemporary American society. Furthermore, this lesson will define stereotyping and biases, then analyze common stereotypes and the effects stereotyping and biases has on individuals. Students will lastly discuss strategies to reduce stereotyping and biases. This lesson will highlight stereotypes bases on gender differences.

1. Review Social Identities Worksheet
2. Activity to demonstrate stereotyping & bias (focused on stereotyping by gender)
3. PowerPoint Presentation – Stereotyping & Biases
4. Relate the effects of Stereotyping & Bias to student achievement

Assignments – Complete SL Assignment #2, article “LGB and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes.” Complete week 5 time log

Week 6
In this lesson, students will participate in a cultural simulation workshop (Minoria/Majoria). During this activity students are split into two groups, Minoria & Majoria. Each group is given cultural norms and goals for an interaction between the two groups. The groups then interact. After the interaction, students discuss from different perspectives their views of the interaction and their interpretation of the occurrence. After the debrief, the instructions that were given to both groups are shared, student then participate in a facilitated discussions regarding common miscommunications, misconceptions and interactions between opposing cultures.

1. Minoria/Majoria Workshop
2. Activity Debrief
3. Facilitated Discussion
4. Class discussion on article – Effects of Homophobic Bullying and School Climate on Negative Outcomes

Assignments – Week 6 time log

Week 7
This lesson includes an interactive activity designed to identify and analyze diversity and discrimination occurring in contemporary America society. Students will view A Class Divided, the famous Blue Eyes Brown Eyes experiment which illustrates how discrimination can be taught, learned and created. It also gives students the opportunity to analyze their own prejudices towards other groups and how to alleviate them. This discussion will be instrumental as it begins our series of studying particular cultures and the prejudices and social justice issues encountered by each culture.

1. A Class Divided Video Reflection Discussion (50 minutes)
2. Reflection Assignments – Complete week 7 time log

Week 8
This lesson will analyze the characteristics of poverty and poverty by culture. The statistics published by the US Census Bureau will illustrate the nation levels of poverty, in particular higher % of people who are African American and Hispanic living in poverty. Wealth Matters activity is a simulation activity that illustrates the cycle of poverty and the disadvantages many marginalized groups and cultures face in poverty.

1. PowerPoint on Poverty (25 minutes)
2. Wealth Matters Activity (20 minutes)
3. Debrief Discussion (10 minutes)

Assignments – Complete SL Assignment #3 7 Read article, “Savage Inequalities”. Complete week 8 time log
Find C-criterion highlighted in the following C1 – yellow  C2a – green  C2b – yellow & green  C2c - blue

Week 9
During this class period, students will make presentations introducing the organizations in which they have been completing their community service. Students will detail the tasks completed, the service population and how discrimination and cultural diversity has affected the people they are serving.

Week 10
This lesson will introduce social justice issues occurring in our K-12 public school system and analyze inequalities in schools. Students will use critical inquiry to analyze and discuss how social justice issues such as immigration and health care will affect student achievement in primary schools. Students will complete a comparison study of two public schools in opposing socio-economic areas, an urban school with predominantly minority students, and an affluent suburban school with 90% Caucasian students. Furthermore, the lecture will include a review of Arizona's Educational Statistics for K-12 schools, with instruction on Title I school funding. Lecture will include information about the Achievement Gap. Students will come away with a deeper understanding of the issues facing Arizona's Education today and strategies to implement change and encouraged to think critically about consistently low scoring Arizona Schools in National standards.

1. Discussion of the Achievement Gap
2. Trading School & Inequality of Schools Video
3. Lecture on Arizona’s Educational statistics

Assignments – Assignments – Read “Beverage Consumption and risk of obesity among Native Americans in Arizona”, complete quiz and assignment #5, week 10 time log

Week 11
Students will begin this lesson with a recitation discussion of the article and assignment focused on health care as a social justice issue for Native Americans in Arizona. The class will analyze the high rates of obesity, diabetes, cancer and other health issues amongst Native Americans. Furthermore students will analyze statistics of mortality rates of native Americans suffering from the above stated medical conditions as opposed to Caucasian rates.

This lesson will analyze immigration as social justice issues and the effects of immigration and language on student achievement in school. Students will learn about the process of becoming a citizen in the United States and analyze and discuss the how immigration affects our entire community. Students will discuss the SB1070 and the implications of the bill to not only immigrant populations but also to the community at large. Current policy on English as a Second Language/Dual Language legislation in the state will be discussed. Using critical inquiry, students will debate border related issues and relevant current events.

1. Citizenship test
2. Critical Analysis & implications of SB1070
3. Review of current events
4. Language Policy

Assignments –Complete week 11 time log

Week 12
This lesson covers related Educational Policy, liability concerns/issues and funding, which will applies to the field of education, classroom learning and supplemental programs such as tutoring programs at nonprofit organizations. Since many nonprofit organizations are small, many of them do not have extensive training or policies regarding safety and liability. It is important that students learn to identify possible dangerous situations to keep them free from liability issues and to create safe and productive environments working with children. Legalities associated with child welfare, CPS and safe practices will be discussed. Also, when working with specific populations different liability issues arise, such as working with children with disabilities.

To provide educational services nonprofits and schools must have funding. When students understand how nonprofits and schools are funded, and learn creative ways to raise funds it enables them to assist when applicable. Furthermore, students tend to gain a deeper understanding of the organization in which they serve when they understand the funding behind the programs. Students will participate in an interactive activity to create an agency.

1. Fcard Exercise
2. Liability Issue Discussion
3. Nonprofit funding and fundraising discussion
4. School funding
Find C-criterion highlighted in the following  C1 – yellow  C2a – green  C2b – yellow & green  C2c - blue

5. Educational Policy
Assignments – Watch movie “Waiting for Superman”, take quiz & complete reflective writing assignment #4 . Complete week 8 time log

Week 13
This lesson will teach students how to utilize service learning as an instructional methodology. Statistic show that service learning not only helps students achieve mastery of content knowledge, but also increase civic participation, active citizenship and community awareness including an understanding of diverse populations. Students will learn how to connect a service project to curriculum, plan age-appropriate service, create corresponding critical reflection assignments, facilitate reflective discussions, and address culturally sensitive issues in a manner that reduces negative stereotypes, increases understanding of community issues, and deeper implications of content knowledge.

Week 14
Week off for University Holiday

Week 15
This lesson will also apply classroom learning and reflect upon communal social change. Students will reflect upon semester long learning, correlate service experience to classroom lessons, and critically analyze how an individual can take action towards realistic social change. Furthermore, students will determine the true root of social justice issues facing their service populations.

1. Article Recitation
   a. Discussion, statistics (25 minutes)

2. PowerPoint presentation – Social Change (25 minutes)
   a. Discussion

3. Group Presentation Preparation (25 minutes)
Assignments – Complete post-service reflective writing assignment, prepare for oral presentation, week 14 time log

Week 16
Student oral reflection presentations Guidelines
1. Identify & describe a social justice issue facing the population you serve, which may include:
   • Personal experiences
   • Significant challenges or successes
2. Discuss the aspects of cultural diversity that contribute to social justice issues affecting the service population
3. Make recommendations for action towards realistic positive social change
4. Reflection on what you learned during your experience

Grading Policies
- Late assignments will lose 10% for each day and will not be accepted more than 5 days late
- Quizzes may not be submitted late. After the due date, quizzes will no longer be available in BB
- All assignments must be submitted through Blackboard, in a MS WORD file (12 Font, Times New Roman, default margins) Assignments not submitted in this format will not be accepted! (ISF, Service Goals & Timecards will be submitted in SLED)
- All assignments without a name will not be graded.
- Practice collegiate level writing - thoughtful structure, proper grammar/punctuation & edit for content and errors
- Directly address each prompt question in any assignment
- Reflections must be complete! You will be marked down if responses leave grader asking “how so” or “why”

Attendance Policies
- The seminars are a vital piece of your reflection and learning. Attendance is expected!
- * For every 3rd absence from class your FINAL grade will drop one letter grade
  o Process to have an absence excused: To submit an absence to be considered excused by your instructor, you must:
    1. EXTEMUATING CIRCUMSTANCE FORM can be found on BB in the Forms Folder
    2. Complete form & submit via email to your instructor prior to an absence
    3. Documentation for the absence must be provided within 1 week of the absence.
  o Requests that are not submitted in this form CANNOT be considered for excused absence status.
- Tardiness to seminars will result in lost attendance & participation points for that day
Find C-criterion highlighted in the following  C1 – yellow  C2a – green  C2b – yellow & green  C2c - blue

Expectations for Class Seminars
- Each student is expected to sign in prior to class starting. Once class begins, anyone who signs in after will be marked late and deducted class points.
- Everyone is expected to participate in class discussions
- Cell phone usage during class will not be permitted
- The only laptop usage permitted during class is for taking notes. During class discussions, please close your laptops.

Service Hours
- Complete instructions for setting up your service placement is available on Blackboard in the USL Student Handbook, see Course Information.
- You must register on SLED (Service Learning Electronic Database) http://servicelearning.asu.edu/register to submit all service paperwork related to your service hours (Timecards, ISF & Service Goals).
- One timecards must be submitted each service shift once you begin your service (no later than week 3)
  - Timecards are due each week on Sunday, by 11:59 pm
  - For weeks you do not complete service, submit a Timecard reporting 0 hours
  - See the USL Student Handbook for details and step-by-step directions on SLED
- Service hours must be performed at a site that has been pre-approved by University Service Learning.
- Service hours completed prior to the start of or after the end of the semester do NOT count towards the service-hours requirement.

If a student fails to submit an Internship Selection Form (ISF) and start their internship by the end of the 2nd week, he/she must submit an ISF Extension Form. Then, will have one additional week to submit their ISF and start their service or will not be permitted to continue in the course!

University Policies
- Professional Behavior
  It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU’s campus. If at any time your behavior is ‘unprofessional’, the instructor may refer the student to the Director of the Advising, Recruitment, and Retention Office (ARRO) in the student’s home department for the development of a Professional Improvement Plan (PIP).

- Academic Integrity/Plagiarism
  The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units.”
  For more information see http://provost.asu.edu/academicintegrity.

- Disability Accommodations for Students
  Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC.

- Religious Accommodations for Students
  Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

- Military Personnel Statement
  A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usli/usli201-18.html.

- Harassment
  ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. If you feel you are being harassed for these reasons, contact Student Life:
  Downtown campus: 522 N. Central Ave., Post Office Room 247, 480-496-4111
  Polytechnic campus: Administration Building suite 102, 480-727-1060
  Tempe campus: Student Services Building room 263, 480-965-6547
  West campus: UCB 301, 602-543-8152
Find C-criterion highlighted in the following: \textcolor{red}{C1} – yellow \textcolor{green}{C2a} – green \textcolor{yellow}{C2b} – yellow \& green \textcolor{blue}{C2c} - blue

- **Electronic Communication**
  Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usi/us104-01.html) and in the University's Computer, Internet, and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html).

- **Grade Appeals**
  The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at http://www.asu.edu/catalog/.

- **Course/Instructor Evaluation**
  The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The e-mail will be sent to your official ASU e-mail address, so make sure this mail forwards to an account you check regularly. You can check this online by going to My ASU, choose Self Support and then E-mail Update (UPO). Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted.

  Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality.
USL 216 Service Learning: For Educators

**Course description:** The central objective of this course is to examine the effects of social justice issues on student achievement. Internships working with high needs children will be utilized to promote critical reflection to analyze community needs, the importance of civic engagement, and community issues affecting ethnic minorities and marginalized populations in contemporary American society particularly how it applies to our education system. **Students dedicate 45 hours** at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, etc.) directly serving high needs youth. A weekly seminar, course readings, discussions, and reflection assignments facilitate critical thinking and a deeper understanding of cultural diversity, citizenship, how to contribute to positive social change in our community, and how to utilize these practices in the teaching profession to better serve all children. The course is also designed to provide “real-world” experiences that exercise academic skills and knowledge applicable to each student’s program of study and career exploration working with children, youth and families.

See [http://servicelearning.asu.edu](http://servicelearning.asu.edu) for more details.
7. Description of how this course meets ASU criteria – C

USL 216 Service Learning: For Educators meets all general criteria for a Cultural Diversity Course.

Through experiential learning, critical reflection and research, USL 216 Service Learning: For Educators focuses on cultural diversity in our contemporary American society. USL 216 students attend a weekly seminar that correlates with 45 hours of service to a population in need in our community. Students embark upon an in depth study of inequalities of opportunities and fair distribution of resources in our local and national communities especially amongst specific populations including minorities, elderly, disabled, impoverished, gay/lesbian, immigrants, religious groups, etc. Furthermore students explore the implications of cultural diversity in education, and how health care, labor rights, social services, environmental concerns, politics, social embeddedness, crime, and discrimination affects student achievement of school-aged children. In particular the curriculum analyzes social justices issues facing African Americans, Hispanics, Native Americans, Gay/Lesbian/Bisexual/Transgender, Women, Senior Citizens and individuals with disabilities. Students also study the negative effects of stereotyping and bias on individuals and how this contributes to greater societal issues, especially in education.

This cultural study is dispersed between course readings, weekly seminar lectures and workshops and in reflective writing assignments and other assignments addressing the social justice issue in education and corresponding categories. Because students are simultaneously participating in 4 hours of community service each week, they experience first-hand working with high needs youth populations at community organizations and Title I schools which correlates with their course curriculum making the material a “real-life” experience.

Coursework provides a framework for student understanding of social, cultural and economic issues they are encountering at their community organization or low-income school. Reflection assignments prompt students to explore their previously-held assumptions of diverse populations and analyze how their semester experiences creates a new paradigm of understanding, cultural competence, citizenship, and well-rounded knowledge of current community issues as well as how to positively affect social change towards the greater good of our contemporary American society.