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

3. CONTACT PERSON: Name: Deborah Ball Phone: 5-8092

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: ____________________________
Rationale and Objectives

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
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</table>

**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

See C3 criterion explanation below and also part of the what is highlighted in yellow on the syllabus.
2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".
CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td>There is a grading rubric for each assignment. It is USL’s policy for all assignments to be submitted in Microsoft word so the instructor can grade using track changes. The graded assignment with comments are then uploading into Blackboard for students to receive feedback. Furthermore, the Critical Reflection Series is split into 5 independent assignments, allowing for instructor feedback between each to build upon previous assignments developing a cohesive and progressive understanding of the course material and facilitating the accomplishment of course objectives. Any assignment rough draft may be submitted ahead of time for feedback. Students who struggle or need extensive feedback on assignments are asked to attend instructor office hours as well.</td>
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</tbody>
</table>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments
2. Also: Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".
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>
</table>
| C1                        | Fifty percent of the course grade is generated through written and oral assignments:  
1) Critical Reflection Essay Assignments – worth 41.7% of the students’ grade  
2) Additional Critical Reflection Assignments (Pre/Post Reflection & SL Implementation & Reflection Project)  
2) Oral Presentations (2 – Midterm & Final) – worth 15.8% of the students’ grade  
Total – 57.5% of the overall grade  
Please see C2 & C3 for further details of each of the 2 assignments. | C1 criterion is detailed on page 2 of the syllabus and highlighted in yellow. An explanation of the guidelines and extent of the writing assignments can be found on page 3 of the syllabus under Critical Reflection Criteria and Pre & Post Service Critical Reflection, and details of the presentations can be found on page 1. |
| C2                        | The gathering, interpretation and evaluation of evidence is prevalent in all the course assignments (C1 criterion). All assignments prompt students to gather information from class lectures and workshops, assigned readings, community service and past experiences, analyze this information as well as compare and contrast the correlation of each element, and then interpret and evaluate those findings. 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, | The C2 criterion is detailed in the course description and student objectives listed on the syllabus, and page 3 of the syllabus for Critical Reflection Criteria & highlighted in Blue. |
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. The oral presentations are a verbal variation of interpreting and reporting evidence of critical analysis and communicating the information in a concise and articulate manner. Students are graded on professional presentation skills, interpretation of content, and critical analysis of academic material.

| C3 | Students complete 3 substantial writing assignments that meet C3 criterion: 1. Critical Reflection Series – as detailed in C2, this series of 5 essay assignments range from 3-5 pages of critical analysis, totally 15-25 pages over the series. 2. Pre & Post – Service Reflection Assignments – as detailed in C2, students are asked to complete a critical analysis of course topics. The pre-test generates a 5 page essay and the post-servic assignment generates a 7 page essay for a total of a 12 page critical analysis. 3. Oral Presentations (2 – Midterm & Final) – Students prepare and execute two oral presentations that demonstrate mastery of critical thinking and application of subject knowledge as well as its correlation to real-world service experiences. | See the assignments on page 1 & 3 of the syllabus and highlighted in yellow, though other C1 criterion is also highlighted in yellow. |
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.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98%-100%</td>
<td>A+</td>
</tr>
<tr>
<td>93%-97%</td>
<td>A</td>
</tr>
<tr>
<td>90%-92%</td>
<td>B+</td>
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<tr>
<td>87%-89%</td>
<td>B</td>
</tr>
<tr>
<td>83%-86%</td>
<td>B</td>
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<tr>
<td>77%-79%</td>
<td>C+</td>
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<tr>
<td>70%-76%</td>
<td>C</td>
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<tr>
<td>60%-69%</td>
<td>D</td>
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<tr>
<td>59% and below</td>
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COURSE FORMAT: Hybrid – Lecture & Internship
GENERAL STUDIES: Cultural Diversity in the United States (C) & Literacy (L)

REQUIRED COURSE READINGS & OTHER SOURCES:


Film: Waiting for Superman

RECOMMENDED READINGS: Additional readings listed on Blackboard


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>
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<tr>
<td>2 – 8/29</td>
<td>Reflection</td>
<td>Pre-service Reflection &amp; ISF</td>
<td>9/4</td>
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<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>
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<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 Defining Race, Culture &amp; Ethnicity</td>
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<tr>
<td>6 – 9/26</td>
<td>Diversity</td>
<td>SL #2 – Effects of Homophobic Bullying (Birckett)</td>
<td>10/2</td>
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<tr>
<td>7 – 10/3</td>
<td>Discrimination – A Class Divided</td>
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<td>8 – 10/10</td>
<td>How does Poverty affect student achievement?</td>
<td>SL #3 – Savage Inequalities (Kozol)</td>
<td>10/16</td>
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<tr>
<td>9 – 10/17</td>
<td>Poster Session</td>
<td>Due in class</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>SL #4 – Bev Consumption &amp; Risk (Wharton)</td>
<td>10/30</td>
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<tr>
<td>11 – 10/31</td>
<td>Immigration &amp; Education; Language Policy in schools</td>
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<tr>
<td>12 – 11/7</td>
<td>Ed Policy &amp; Funding</td>
<td>SL #5 – Waiting for Superman</td>
<td>11/13</td>
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<tr>
<td>13 – 11/14</td>
<td>Using SL as a Teaching Methodology</td>
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<tr>
<td>14 – 11/21</td>
<td>Week off for holiday</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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</table>

*Final Presentations will continue during the scheduled final times, thought the location may vary.*

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
  o Assignments – All assignments in chronological order by due date
  o My Grades – Monitor your progress
  o Staff Information – Info for you instructor, the Placement Coordinator, USL Director, etc.

**Grading Criteria**

**Graded Components:**

<table>
<thead>
<tr>
<th>Component</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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<td>6 points - Internship Selection Form (ISF)</td>
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<td>Weekly Seminar:</td>
<td>180</td>
<td>27.3%</td>
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<td>12 points x 15 times per semester</td>
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<td>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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<td>Service Goals - 15 points</td>
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<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 being 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.
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
  - Process to have an absence excused: To submit an absence to be considered excused by your instructor, you must:
    1. EXTENUATING 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.
  - 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

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](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 withdrawals or incompletes depending on the timing of the activation. For information, please see [http://www.asu.edu/aad/manuals/usi/us104-01.html](http://www.asu.edu/aad/manuals/usi/us104-01.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, 480-468-4111
  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

- **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/us1104-01.html](http://www.asu.edu/aad/manuals/us1104-01.html)) and in the University’s Computer, Internet, and Electronic Communications Policy ([http://www.asu.edu/aad/manuals/acd/acd125.html](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/](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 for more details.
7. Description of how this course meets ASU criteria – L

USL 216 Service Learning: Independent Placement meets all general criteria for a Literacy 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 at least 45 hours of service working with high needs youth. Students embark upon an in depth study of inequalities of opportunities and fair distribution of resources in our local and national communities especially amongst diverse populations. A key component of Service Learning teaching methodologies is a critical reflection. Through reflective written and oral assignments students analyze class presentations, assigned readings and their service experience. Over the course of the semester, students read 7 scholarly articles, complete 8 writing assignments, and prepare and present 2 speeches. A full class period at the beginning of the semester is dedicated to providing students with detailed instruction and practice completing reflective writing, and students are graded with high levels of feedback and development. High expectations are detailed in the syllabus for collegiate level writing with strong content and proper grammar and structure. The assignments in this course are primarily devoted to further development of critical skills in reading, writing, speaking and analysis of discourse.

The Critical Reflection writing assignments are completed in a three step writing process that includes a complete review of a prompted subject correlated to a course, compare and contrast the review with assigned scholarly articles and in class lessons and workshops, and lastly a critical analysis of the significance of the topic and the larger implications of the greater societal context of the subject.

Students complete 3 substantial assignments that apply to the General Studies Literacy Designation Criteria:

1. Critical Reflection Series
2. Pre & Post – Service Reflection Assignments
3. Oral Presentations (2 – Midterm & Final) – worth 15.8% of the students’ grade

Service Learning Critical Reflection Essay Assignments – worth 41.7% of the students’ grade

Total – 57.5% of the overall grade