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 8/19/10

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

2. COURSE PROPOSED: USL 210 Service Learning: Independent Placement 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 SB
   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 amultisection course?: ☑ No ☐ Yes; Is it governed by a common syllabus?

   Deborah Ball
   Chair/Director (Print or Type) ____________________

   Date: ____________________

   Chair/Director (Signature) ____________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

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.
### ASU--[C] CRITERIA

#### CULTURAL DIVERSITY IN THE UNITED STATES

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

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:

   a. 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.

   - 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.

   - In order to study social injustices occurring in our local communities, it will be imperative to also complete a comparative analysis of privileged versus marginalized diverse groups. While working with diverse populations in need of service, class curriculum will correlate experiences and world views that may be the root causes of social justice issues in the United States.

   - 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.
<table>
<thead>
<tr>
<th>c.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.</td>
</tr>
<tr>
<td></td>
<td>**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.</td>
</tr>
</tbody>
</table>

This course weighs heavily on the study of social, economic, political and psychological dimensions of relations between & among gender, racial, ethnic and linguistic minorities within our local community and nationwide. These elements are present throughout all the material, lessons, and assignments.
Cultural Diversity [C]
Page 4

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>USL</td>
<td>210</td>
<td>Service Learning: Independent Placement</td>
<td>CULTURAL</td>
</tr>
</tbody>
</table>

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 (minorities, elderly, disabled, impoverished, gay/lesbian, immigrants, etc.)</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. In order to promote social change, students learn the importance of respect for diverse perspectives to envoke positive social change, while honoring cultural guidelines. See Syllabus, page 3, 4 &amp; 5.</td>
</tr>
<tr>
<td>See 2c. study of social economic, political, or psychological dimensions of relations between gender, racial, ethnic, and linguistic minorities with the US</td>
<td>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</td>
<td>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. This course facilitates critical thinking about</td>
</tr>
<tr>
<td>diversity on education, health care, labor rights, social services, environmental concerns, politics, and social embeddedness.</td>
<td>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 &amp; 5</td>
<td></td>
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</tbody>
</table>
USL 210 Service Learning: Independent Placement

Course description: Provides community experiences and reflection opportunities that examine community needs, the importance of civic engagement, and the effects of social injustice on our society. Students dedicate 70 hours at a preapproved site (including Title I K-12 schools, youth programs, health services, social services, environmental programs, government agencies) directly serving a population in need or supporting activities that contribute to the greater good of our community. Weekly seminar, course readings, discussions, and reflection assignments facilitate critical thinking and a deeper understanding of cultural diversity, citizenship, and how to contribute to positive social change in our community. Provides "real-world" experiences that exercise academic skills and knowledge applicable to each student's program of study and career goals. See http://servicelearning.asu.edu for more details.
7. Description of how this course meets ASU criteria – C

USL 210 Service Learning: Independent Placement meets all general criteria for a Cultural Diversity Course.

Through experiential learning, critical reflection and research, USL 210 Service Learning: Independent Placement focuses on cultural diversity in our contemporary American society. USL 210 students attend a weekly seminar that correlates with 70 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, health care, labor rights, social services, environmental concerns, politics, social embeddedness, crime, discrimination, etc.

This cultural study is dispersed between course readings, weekly seminar lectures and workshops and in reflective writing assignments and a research paper addressing the social justice issue of their choice. Because students are simultaneously participating in 5 hours of community service each week, they experience first-hand working with populations in need at their community organization 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. 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.
USL 210 Service Learning: Independent Placement

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University Service Learning  
Arizona State University  
Course Syllabus – USL 210 Independent Placement  
Instructor: Deborah Ball, ED 410, 480-965-8092, Deborah.ball@asu.edu Office Hrs: T 9:30-10:15, Th 1:30-2:30 or by appt  
Fall 2010  
Thurs 10:30-11:45 AM  
EDB L1-36

COURSE OBJECTIVES: 
This is a graded internship that allows you to integrate your own coursework with a hands-on service learning experience.

The central objective of this course is to provide students with community experiences and reflection opportunities that examine community needs, the importance of civic engagement, and social justice issues in contemporary American society. **Students dedicate 70 hours** at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, environmental programs, government agencies, etc.) directly serving a population in need or supporting activities that contribute to the greater good of our community. A weekly seminar, course readings, discussions, and reflection assignments facilitate critical thinking and a deeper understanding of cultural diversity, citizenship, and how to contribute to positive social change in our community. 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 goals.

COURSE DESCRIPTION: 
Complete **70 hours** of community service at an approved site. A seminar and reflective writing assignments help you process and learn from your community experience.

INTERNSHIP RESPONSIBILITIES:
- **Required hours** – 70 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).
- **Weekly Seminar**
- **Online USL Account** – you must create a USL online student account as instructed, prior to or immediately after the first day of class
- **Site Placement** – 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 3rd week of the semester
- **Time Logs** – You must keep a log if your service hours including records of your activities during that time.
- **Reflective Journal** – Students will be given journal prompts that correlate their service experience to seminar workshops and topics related to their major.
- **Service Learning Reflection Assignments** – Students will be given assignments related to assigned readings about Service Learning
- **Final Paper/Portfolio** – Minimum 3 page paper (APA or MLA-style)

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%-88% = B
- 82%-80% = B-
- 77%-79% = C+
- 70%-78% = C
- 60%-69% = D
- 59% and below = E

COURSE READINGS: 


RECOMMENDED READINGS: 

CALENDAR

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Details</th>
<th>Complete prior to class</th>
<th>Assignments Due – Sunday at 11:59 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 8/19</td>
<td>First class – Syllabus &amp; Service</td>
<td></td>
<td>Find your internship</td>
</tr>
<tr>
<td>2 – 8/26</td>
<td>Reflection</td>
<td></td>
<td>Pre-service survey</td>
</tr>
<tr>
<td>3 – 9/2</td>
<td>What is Service Learning</td>
<td></td>
<td>SL Assignment #1: Race, SL &amp; Classroom</td>
</tr>
<tr>
<td>4 – 9/9</td>
<td>Civic Engagement &amp; Citizenship Recitation on Article I</td>
<td></td>
<td>Journal Entry #1</td>
</tr>
<tr>
<td>5 – 9/16</td>
<td>Introduction to Social Justice</td>
<td></td>
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<tr>
<td>6 – 9/23</td>
<td>Social Justice Cont – examples</td>
<td>Journal Entry #2</td>
<td></td>
</tr>
<tr>
<td>7 – 9/30</td>
<td>Diversity &amp; Discrimination</td>
<td></td>
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<td>8 – 10/7</td>
<td>Diversity – Cultural Iceberg</td>
<td>Social Identities Worksheet</td>
<td>Journal Entry #3</td>
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<tr>
<td>9 – 10/14</td>
<td>Liability Issues &amp; Funding</td>
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<tr>
<td>10 – 10/21</td>
<td>Social Justice – Education</td>
<td>Read – Achievement Gap</td>
<td>SL Assignment #2 Achievement Gap</td>
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<tr>
<td>11 – 10/28</td>
<td>Social Justice – Health Care &amp; Environment</td>
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<tr>
<td>12 – 11/4</td>
<td>Immigration</td>
<td>SL Assignment #3</td>
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<tr>
<td>13 – 11/11</td>
<td>Realistic Social Change</td>
<td>Journal Entry #4</td>
<td></td>
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<tr>
<td>14 – 11/18</td>
<td>Class Presentations</td>
<td></td>
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<tr>
<td>15 – 11/25</td>
<td>No Class - Thanksgiving</td>
<td>Post-service survey</td>
<td></td>
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<tr>
<td>16 – 12/2</td>
<td>Class Presentations</td>
<td>Final Paper</td>
<td></td>
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</tbody>
</table>

GRADING CRITERIA

<table>
<thead>
<tr>
<th>Graded Components</th>
<th>% of Final Grade</th>
<th>Calculation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation:</td>
<td>18%</td>
<td>Your pts / 250 x 0.18 = _____</td>
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<tr>
<td>Service hours – 70 (Time Logs approved by supervisor)</td>
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<tr>
<td>Completion of 70 hrs = 250 pts, 66 hrs = 220 pts, 64 hrs = 180 pts, 60 hrs = 140 pts, 57 hrs = 100 pts, 54 hrs = 75 pts, 50 hrs = 50 pts, 46 hrs = 25 pts, 42 hrs or less = 0 pts</td>
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<tr>
<td>Time Log &amp; other paperwork submission on time:</td>
<td>2%</td>
<td>Your pts / 34 x 0.2 = _____</td>
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<tr>
<td>2 points per 16 time logs &amp; 1 Internship Selection Form (34 pts total)</td>
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<td>Weekly Seminar: 210 points</td>
<td>30%</td>
<td>Your pts / 210 x 0.3 = _____</td>
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<td>15 points x 14 times per semester</td>
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<tr>
<td>Reflection Journal: 100 points</td>
<td>14%</td>
<td>Your pts / 100 x 0.14 = _____</td>
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<td>25 points x 4 times per semester</td>
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<td></td>
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<tr>
<td>Service Learning Assignments: 185 Points</td>
<td>20%</td>
<td>Your pts / 185 x 0.2 = _____</td>
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<tr>
<td>Pre-Service Survey – 25 points</td>
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<tr>
<td>Post-Service Survey - 40 points</td>
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<tr>
<td>Service Learning Articles Reflections: 30 points each (3)</td>
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<tr>
<td>Article Quizzes – 10 points each (3)</td>
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<tr>
<td>Final Paper: 110 points</td>
<td>16%</td>
<td>Your pts / 110 x 0.16 = _____</td>
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<tr>
<td>Paper - 70 points</td>
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<tr>
<td>Presentation – 40 points</td>
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<tr>
<td>Add &amp; convert to % for overall grade =</td>
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</tbody>
</table>

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 70 service-hours is necessary to receive maximum Participation Points.
- Completion of fewer than 42 service-hours will result in automatic failure of the course.
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. 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 timelog

Week 3
This lesson includes an in-depth explanation and discussion on what Service Learning is. 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.
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. In small groups, students will identify possible needs in their community and come up with ideas for service projects (15 minutes)
   a. Share in Large group (8 minutes)
4. Group getting to you know you activity (15 minutes)
Assignments – Article: “Service Learning, Race & the College Classroom”, correlated writing assignment, and complete week 3 timelog

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.
1. Recitation Discussion on the Article SL, Race & the College Classroom. See discussion questions. (20 minutes)
2. PowerPoint Presentation – Citizenship
   a. In small groups, define citizenship/civic engagement & what it means to be a good citizen (15 minutes)
   b. Discuss in large group actions taken by productive citizens (20 minutes)
   c. Define & discuss the difference between Rights & Opportunities (20 minutes)
Assignments – Complete reflective journal assignment #1, complete week 4 time log

Week 5
This lesson will define social justice and identify categories of social justice occurring in contemporary American society.
1. PowerPoint Presentation – Social Justice
   a. Identify categories of social justice
2. Arrange students in small groups according to their service areas:
3. Small group discussions
   a. Discuss examples of social

Categories of Social Justice Issues
Health care, education, immigration, poverty, welfare/child welfare, discrimination, labor rights/minimum wage, criminal justice, environmental issues
Using Critical inquiry, students will analyze the social injustices facing each of the diverse populations below:

- K-12 Learning Environments
- After-school Programs
- Youth Recreation
- Hospice/Senior Care
- Health Care
- People with Disabilities
- Immigrants, Refugees, or specific cultural groups
- Social Services – Hunger, homelessness, CPS, financial assistance, other assistance programs
- Environment
- Other

In groups, discuss examples of possible social justice issues that the population they serve may face.

Examples: Homeless – The homeless will face discrimination, labor rights and health care. Many people will not want to hire them because they are homeless. Access to free health care will be difficult, and if they cannot find a job, how can they afford insurance or health care.

Children living in poverty who are ESL students – education, immigration, and poverty. Children of undocumented citizens probably live in low income areas, so they may not have resources at school or for after-school care. If the parents do not speak English, they are unable to help with homework and their college expectations may be low because it is more important to get a job to put food on the table.

(Since the students do not yet know their population, they are just making speculations at this point.
Assignments – Complete week 5 time log

Week 6
This lesson will teach students to identify social justice occurring in contemporary American society. Students will get a visual picture of what social justice issues look like for students and families.

1. VLC Clips of Stand and Deliver (65-70 minute lesson)
2. Discuss each clip by identifying and analyzing the social justice categories and issues in each
3. Use left over time at the end of class to ensure students are all set up in their internships, web system and assignments
Assignments – Complete reflective journal assignment #2 and 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. This activity will also assist 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 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. A World of Difference Workshop & Reflection Discussion (50 minutes)
2. Defining Terms: Race, Culture & Ethnicity (25 minutes)
Assignments – Complete a social identity assignment and week 7 timelog

Week 8
This lesson is a continuing example of diversity training, understanding the perspectives of others and self analysis of one culture, views and behaviors. It is designed for participants to gain a broader perspective of diversity issues affecting our community, learn about diversity occurring in our contemporary American society, analyze and communicate about one’s own beliefs, culture and views, and learn sensitivity in serving diverse populations. This lesson will review the social identities humans including but not limited to: gender, race, ethnicity, culture, age, socio-economic status, sexual orientation, religion, ethics, mental abilities/disabilities, physical abilities/disabilities, family dynamics, political views, education level, past experiences, hometown, hobbies, likes/dislikes, intelligence, etc.

1. Cultural Iceberg Workshop (55 minutes)
2. Social Identities Worksheet Discussion (20 minutes)
Assignments – Complete reflective journal #3, research legal terms for planned giving www.pilch.org.au/gifts_wills, and week 8 timelog

Week 9
This lesson covers two items, liability concerns/issues and funding, which will apply to all service/volunteer options. 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 for their clients. Also, when working with specific populations different liability issues arise.
To provide service NPs must have funding. When students understand how nonprofits 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.

1. Fears Exercise (10 minutes)
2. Liability Issue Discussion (25 minutes)
3. Nonprofit funding and fundraising discussion (35 minutes)

Assignments – Read article, “Achievement Gap”, complete quiz on article, and week 9 time log

Week 10
This lesson will introduce social justice issues occurring in our K-12 public school system. 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 and how low income schools are designated in Arizona. Students will also critically think about consistently low scoring Arizona Schools in National standards.

1. Discuss the “Achievement Gap” article (15 minutes)
2. View Youtube clip – Oprah Trading Schools (25 minutes)
3. Review Arizona Educational Statistics (20 minutes)
4. Explain Title I school designation (10 minutes)

Assignments – Complete reflective writing assignment in the “Achievement Gap” and week 10 time log

Week 11
This lesson will analyze healthcare and environmental concerns as social justice issues. Students will learn about the process of becoming a citizen in the United States and analyze and discuss the process, critically inquire about the process of our nation’s policies and how policy affects citizens especially regarding health care reform & how it will affect diverse populations. Students will also analyze our local environmental issues as well as compare local needs with global issues.

1. Citizenship test (25 minutes) include discussion on SB1070
2. New York Times – Health Care Reform Quiz (25 minutes)
3. Local Environmental Concerns (25 minutes)

Assignments – Complete reflective writing journal #4 assignment, self-select current article regarding SB1070, and complete week 11 time log

Week 12
This lesson will analyze immigration as social justice issues. 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.

1. Citizenship test (25 minutes) include discussion on SB1070

Assignments – Complete week 12 time log

Week 13
This lesson will 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. PowerPoint presentation – Social Change (25 minutes)
   a. Discussion (25 minutes)
2. Group Presentation Preparation (25 minutes)

Assignments – Complete post-service reflective writing assignment, prepare for oral presentation, week 12 time log

Week 14-15
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. Make recommendations for action towards realistic positive social change
3. Reflection on what you learned during your experience

Your presentation must have:
• a common theme/cohesive presentation
• a visual aide (poster, pictures, PowerPoint, etc)

Information about each of your organizations should be very brief due to time constraints

Assignments – Final Paper
Grading Policies
- Late assignments will lose 10% for each day and will not be accepted more than 5 days late.
- 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!
- All assignments without a name will not be graded.
- Practice collegiate level writing, including thoughtful structure, proper grammar/punctuation
- Edit for content and errors
- Directly address each prompt question in journals
- Reflections must be complete! You will be marked down if responses leave grader asking “how so” or “why”
- For every 3rd absence from class your FINAL grade will drop one letter grade
  - Extemporaneous circumstances must be approved by your instructor prior to the absence via email and documentation for the absence must be provided

Seminars
- The seminars are a vital piece of your reflection and learning
- Tardiness to seminars will result in lost attendance & participation points for that day.
- 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.
- Laptop users – the only laptop usage permitted during class is for taking notes. During class discussions, please close your laptops.

Logging Service Hours
- You must register on our website and submit all service paperwork (Time Logs) there electronically.
- One Time Log must be submitted each week
  - Time Logs are due each week on Sunday, by 11:59 pm.
  - For weeks you do not complete service, submit a Time Log reporting 0 hours.
  - See the USL Student Handbook for details regarding the web system.
- 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 the semester 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 and start their internship by the end of the 3rd week of class, the student will be administratively dropped from 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."
  The rest of the code, which consists of several pages, is available at the following URL.
- 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 Mathews 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.