

**ACADEMIC COMMUNITY LEARNING
(SERVICE LEARNING)**

EDMS 5060/7060

EDEC 5060/7060

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Meeting Times: Mondays, 5:00 p.m. – 7:45 p.m.
Room 409

Course Description: Students in this course will examine the concept of service learning and engage in service learning experiences.

Democratic Learning: We will use the principles of democratic learning as a framework for our class. These principles are listed below.

Democratic Learning Principles

- Students work actively with problems, ideas, materials, and people as they learn skills and content.
- Students have escalating degrees of choice within the parameters provided by the instructor.
- Students contribute to their community through their learning.
- Students demonstrate their learning in public settings and receive public feedback.
- Students are assessed according to high academic standards.

Required Readings:

Cress, C.M., Collier, P.J., & Reitenauer, V.L. (2005). *Learning through serving: A student guidebook for service-learning across the disciplines*. Sterling, VA: Stylus Publishing, LLC.

Schoenfeld, R. (2004). *Service-learning—Guide and Journal: Higher education edition*. Seattle: Guide and Journal Publications.

Course Requirements and Assessment:

Grading:

Please see the attached information on course requirements and the associated points for each. A total of 250 points is available in this class. EDEC/EDMS 5060/7060 is graded with a plus/minus A-F designation:

224-231 = A-	192-198 = C+
217-223 = B+	184-191 = C
209-216 = B	174-183 = C-
199-208 = B-	0-173 = F

Points will be deducted for assignments turned in after the due date.

Consultations:

Each student will participate in two scheduled consultations this semester. Dates and times will be determined during class. For each consultation, certain assignments will be due and no credit will be given for turning in any of those assignments after the scheduled consultation.

Class Participation/Activities (e.g., readings, discussions, etc.)	50 points	
Due January 29 Reflection 1	10 points	
Due First Consultation (week of February 5) Service Learning Proposal	20 points	
Due Second Consultation (week of March 5) Service Learning Action Plan	20 points	
	First Draft of Narrative	10 points
Due March 26 Reflection 2	10 points	
Due April 23 or April 30 PowerPoint Presentation	20 points	
Due May 4 by 5:00 p.m. Abstract	15 points	
	Narrative	50 points
	Documentation	30 points
	Portfolio	5 points
	Reflection 3	10 points
TOTAL POINTS	250 points	

Course Policies:

Attendance Policy:

Regular, on-time attendance is essential for you to benefit from the course and participate meaningfully. You are responsible for all class meetings and all individual or group project consultations (e.g., assignments, explanations, instructions, etc.) whether present or not. If you are going to be absent, please discuss it with the instructor prior to your absence.

1. After two missed classes/consultations, the student's final grade will be dropped one letter grade.
2. After three missed classes/consultations, the student's final grade will be dropped another letter grade.
3. On the fourth missed class/consultation, the student will be assigned a grade of withdraw failing (WF), unless there is a documented circumstance of genuine hardship (e.g., hospitalization) as determined by the Assistant Vice President for Student Affairs, in which case a grade of W will be given.

4. Missing more than 30 minutes of a class, at any time during the class, will be considered an absence (e.g., arriving late or leaving early) unless approved by the instructor.

Academic Honesty:

The University of Georgia's policies on academic honesty are strictly enforced in this class (see the UGA Graduate Bulletin and/or the UGA Undergraduate Bulletin). Please familiarize yourself with these policies. I encourage you to review examples of service learning projects and to collaborate with your classmates, as necessary, on your work. However, the work submitted for this course **must** represent your own learning and initiative.

Syllabus:

This syllabus provides a general guide for the course; deviations may be necessary.

National Middle School Association Standards

We will work toward meeting several of the National Middle School Association's standards for master's level candidates in this course. For further information, please see the list of standards that appears just after the tentative schedule for the course.

Tentative Schedule

Date	Topic	Assignments Due
January 8	*Introduction to the course *What is service-learning? *Syllabus *Contact Information	
January 15	Martin Luther King, Jr. Holiday	
January 22	*Components of service-learning *Determine project idea (& team, if applicable) *Community *Opportunities in Service-Learning	*Read Introduction and Chapter 1 in <i>Learning Through Serving</i> *Read “Service-Learning in Today’s Higher Education”—B. Jacoby *Read pp. 1-13, <i>Service-Learning Guide & Journal</i>
January 29	* Becoming Community *How to write the service-learning proposal *Sign up for consultation times	*Reflection 1 *Read Chapters 2 & 3 in <i>Learning Through Serving</i> *Assignment: Identify and describe a service-learning project related to your field
February 5	CONSULTATIONS	*Service-Learning Proposal
February 12	* Becoming Community	Read Chapter 4 in <i>Learning Through Serving</i>
February 19	*Reflection *Service-Learning Action Plan	*Read Chapter 6 in <i>Learning Through Serving</i> * “The Articulated Learning: An Approach to Guided Reflection and Assessment”
February 26	*Publicity & Recognition *Evaluation *Bridges and Barriers *Sign up for consultation	* Read Chapter 5 *Assignment 3.3 Learning Through Serving *Three ideas for reflection
March 5	CONSULTATIONS	*Service-Learning Action Plan *Draft of Project Narrative *”Researching the Problem” p.15, <i>Service-Learning Guide & Journal</i>
Date	Topic	Assignments Due

March 12	UGA Spring Break	
March 19	*Deconstructing Stereotypes *Mindset, Skillset, & Heartset”	*Exercise 5.3 *Read Chapter 7 in <i>Learning Through Serving</i> *Begin journal entries in <i>Service-Learning Guide & Journal</i>
March 26	Rationale for Service-Learning	*Reflection 2 *Read Chapter 8 in <i>Learning Through Serving</i>
April 2	Project Work Time	Readings & Assignments TBA
April 9	*Making Connections *Review all assignments due on May 4	Readings & Assignments TBA
April 16	What’s Next?	Read Chapter 9 and Chapter 10 in <i>Learning Through Serving</i>
April 23	Presentations	*PowerPoint presentation *Copies of handout with abstract & graphic
April 30	Presentations	*PowerPoint presentation *Copies of handout with abstract & graphic
May 4	FINAL ASSIGNMENTS DUE BY 5:00 P.M.	See attached list of assignments due.

Conceptual Framework

The College of Education prepares exemplary, reflective professionals to serve a diverse global community; it achieves that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels.

NATIONAL MIDDLE SCHOOL ASSOCIATION MASTERS LEVEL TEACHER PREPARATION STANDARDS

Standard 1. Young Adolescent Development

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

Performances

Middle level masters candidates:

3. Make decisions about curriculum and resources that reflect an understanding of young adolescent development using current research.
4. Creatively engage all young adolescents in activities related to their interpersonal, community, and societal responsibilities.
6. Promote the positive aspects of diversity found in all young adolescents and use that diversity in planning and implementing curriculum and instruction.

Standard 2. Middle Level Philosophy and School Organization

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

4. Distinguish best practices for the education of young adolescents in a variety of school organizational settings (e.g., K-8, 5-8, 7-12 organizational plans).

Dispositions

4 Middle level masters candidates:

4. Are committed to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings.

Performances

Middle level masters candidates:

1. Consistently use their knowledge of the philosophical and historical foundations of middle level education when making decisions about curriculum and instruction.

Standard 3. Middle Level Curriculum and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

Knowledge:

Middle level masters candidates:

1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative, and exploratory.
2. Know how to select and adapt curriculum, instruction, resources, and assessments that maximize student learning.
3. Understand the interdisciplinary nature of knowledge and how to explore and make connections among subject areas and life situations.
6. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.

Dispositions

Middle level masters candidates:

4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an interdisciplinary curriculum that is challenging, relevant, integrative, and exploratory.
6. Value the importance of continued assessment of all aspects of middle level curriculum.

Performances

Middle level masters candidates:

3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and implement an integrated and integrative curriculum.
5. Develop and teach the curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.

Standard 4. Middle Level Teaching Fields

Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.

Dispositions

Middle level masters candidates:

2. Are committed to the importance of integrating content.

Performances

Middle level masters candidates:

1. Use their depth and breadth of content knowledge in ways that increase student learning and support academic excellence.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help young adolescents understand the integrated nature of knowledge.

Standard 5. Middle Level Instruction and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

Knowledge

Middle level masters candidates:

8. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
9. Know how to select and develop formal, informal, and performance assessment techniques based on their advantages and limitations.

Dispositions

Middle level masters candidates:

2. Value the need for providing and maintaining an environment that is fair, equitable, and developmentally responsive, and that maximizes student learning.

Performances

Middle level masters candidates:

3. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
9. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.

Standard 6. Family and Community Involvement

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.

Knowledge

Middle level masters candidates:

5. Understand that middle level schools are organizations within a larger community context and are aware of the implications of these relationships for effective teaching and learning.

6. Have extensive knowledge about the resources available within communities that can support students, teachers, and schools.
8. Understand the importance of following school district policies and protocol regarding interagency partnerships and collaboratives.

Dispositions

Middle level masters candidates:

3. Value the variety of resources available in communities.
7. Realize and value the importance of communicating effectively with family and community members.

Performances

Middle level masters candidates:

1. Establish and maintain respectful and productive relationships with family and community members that maximize student learning and well-being.
3. Design and utilize instruction that addresses the diverse community experiences of all young adolescents.
4. Effectively identify and use community resources to foster learning.
5. Provide leadership through creating and participating in activities that extend beyond the school campus.
6. Encourage all young adolescents to participate in community activities and services that contribute to their welfare and learning (e.g., service-learning, health services, after-school programs).

Standard 7. Middle Level Professional Roles

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.

Dispositions

Middle level masters candidates:

1. Value learning as a life-long process.
4. Believe in maintaining high standards of ethical behavior and professional competence.
5. Are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.
6. Are committed to using classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.

Performances

Middle level masters candidates:

5. Enhance their professional development through research, professional literature, consultation, and resource development.
7. Continue their technology learning through individual study and inquiry, professional development activities, and resource and materials development.