

**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.

**College of Education Conceptual Framework**

*The College of Education aspires to provide exemplary, reflective professionals to serve a diverse global community; it seeks to achieve 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**

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.

**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:**

Readings as assigned.

**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 an A-F designation (225-250=A; 200-224=B; 175-199=C; 0-174=F).

*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.

*Portfolio:*

Each student will submit a portfolio that documents his/her work in the course.

The portfolio will be submitted digitally and in hard copy.

**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 will meet with the instructor, and 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**

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
January 10	*Introduction to the Course *Syllabus *Needs Assessment	
January 17	***Martin Luther King, Jr. Holiday***	
January 24	*Overview of service-learning terminology and components *Points of entry for service-learning *Identifying a community need *Activity log *Learning log *Microlab	*Assignment: Identify and Describe a Service-Learning Project in Your Field *Review Key Terminology handout *Read “What is Service-Learning?” *Read “Establishing Curricular Connections: Points of Entry”

January 31	*Overview of research *How to write the service-learning proposal *Determine project idea (& team, if applicable) *Sign up for consultation times	*Read “Service Learning: Taking Students Beyond Community Service” *Reflection 1
February 7	CONSULTATIONS	*Activity Log *Learning Log *Service-Learning Proposal
February 14	*The learning in service learning *The service in service learning	*”Identifying the Learning Outcomes of Service”
February 21	*Reflection *Documentation *Evaluation	*Readings & Assignments TBA
February 28	*Celebration: Publicity & Recognition *Share draft action plans	*Draft of action plan *Readings & Assignments TBA
March 7	CONSULTATIONS	*Activity Log *Learning Log *Service-Learning Action Plan *Description & Documentation of Need *Community Context
March 14	***UGA Spring Break***	
March 21	*History & Purposes for Service-Learning	*Readings & Assignments TBA
March 28	*Purposes for Service-Learning *Review all assignments due on May 4	*Readings & Assignments TBA
April 4	*Project Work Time	*Readings & Assignments TBA
April 11	*Purposes for Service-Learning	*Readings & Assignments TBA
April 18	*Purposes for Service-Learning	*Readings & Assignments TBA
April 25	Presentations	*PowerPoint presentation *Copies of handout with abstract & graphic

May 2	Presentations	*PowerPoint presentation *Copies of handout with abstract & graphic
May 4	<b>FINAL ASSIGNMENTS DUE BY 5:00 P.M.</b>	See attached list of assignments due.