

KINS 3302
MULTICULTURAL SERVICE LEARNING PRACTICUM
Fall Semester, 2009

Instructor: Dr. Terry Jackson

Meeting Times: F 2:30-3:30 pm & arranged

Meeting Place: Rm. 204

E-mail: tyj8@uga.edu

Phone: 706.255.0306 (C)

Office: 371 Ramsey Center

Office Hours: By appointment

Purpose of the Course

Academic Community Service Practicum is an educational experience characterized by:

1. Active participation in an extended, thoughtfully organized learning experience that meets actual community and student needs;
2. Collaboration among student, school or community;
3. Integration of community learning experiences into the student's academic curriculum;
4. Provision of structured time for reflection and evaluation, and thorough review of journal entries; and
5. Enhancement of student learning beyond the classroom and into the community.

Objectives

By the end of this course the student will be able to:

1. Identify and articulate his/her teaching and leadership skills while contributing in a multicultural community.
2. Identify issues and problems that impact his/her activities and education endeavors.
3. Develop, refine, and broaden the decision-making and human relations skills that, as educators, he/she will use in all aspects of their teaching lives while working with clientele in schools and in the community.
4. See his/her potential as educators who can positively influence an ethnically diverse community.
5. Identify, explore, interpret and clarify new directions and goals that relate to culturally diverse communities.
6. Clearly document his/her experiences for reflection purposes.
7. Develop leadership skills through:
 - a) Developing and improving communication skills that will allow students to be culturally competent in such areas as team building, effective listening, cooperative decision making, promoting mutuality of purpose and action, accepting and using feedback from several sources, and ensuring the involvement of all team members.
 - b) Nurturing participants to develop positive attitudes as they relate to people from different cultures.
 - c) Representing the group.
 - d) Locating and using resources.

Specifically, the following NASPE Beginning Teacher Standards will be addressed and met:

3.1 Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).

3.2 Use appropriate services and resources to meet diverse learning needs.

5.3 Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).

8.1 Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.

8.2 Use available resources (e.g., colleagues, literature, professional organizations) to develop as a reflective professional.

8.3 Construct a plan for continued professional growth based on the assessment of personal teaching performance.

10.1 Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.

10.2 Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.

10.3 Identify and actively seek community resources to enhance physical activity opportunities.

Prerequisites

You must be a physical education major to enroll in this course.

Very Important Websites

There are no required books for this class but you should bookmark the following web pages:

<http://www.uga.edu/cls/resources/volunteernow.htm>

<http://www.uga.edu/cls/resources/volunteernow.htm>

<http://www.handsonnortheastgeorgia.org/>

Attendance

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/journal responses, the student's final grade will earn a "U" 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.
2. Missing more than 30 minutes of a class, at any time during the semester, will be considered an absence (e.g., arriving late or leaving early) unless approved by the instructor.

Academic Honesty

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. Academic honesty is defined broadly and simply as the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not properly authorized or attributed (p. 1, UGA Policy on Academic Honesty).

All academic work must meet the standards contained in "*A Culture of Honesty*." Each student is responsible to inform themselves about those standards before performing any academic work.

Provisions for Students with Special Needs

The University of Georgia and I are committed to the full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor immediately. Please do not wait until difficulty is encountered to communicate such requests. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.

Assignments

1. During the semester each student will perform 20 hours of service.
2. Students will be responsible for selecting a site that can be directly or indirectly synthesized with their course of study. (Students are usually permitted wide latitude in the extent to which the service correlates to their course of study. The service may or may not be in a school setting.)
3. Students must complete a learning contract relevant to their particular practicum site, and must have the site supervisor agree to complete an evaluation.
4. Students must complete and turn in a Time Log.
5. Attend class when arranged; meet individually with university instructor on completion of 20 hours **if required**.
6. Students will keep a reflective journal during the experience, turn in a typed copy to the college professor on designated date, and schedule an appointment with the instructor if required. The journal requirement is to measure the objectives (1-7) for the course and leadership skills relating to your experience.

Important Notes: The contracts, prompts, time log, discussions during the arranged class and individual meetings and the Reflective Journal are designed to stimulate students to consider the connections between the service experience and the teaching profession, as well as comprehend the larger impacts of service upon their personal development as good citizens and effective leaders.

Dr. Jackson may contact the multicultural practicum supervisor periodically during the semester to ensure that each student is performing his or her service satisfactorily. The supervisor is also asked to submit a written evaluation relating the student's performance.

Students receive a credit for the learning that takes place, not strictly from the service itself. Authority to issue a grade (S or U) is vested in the faculty member not the service organization.

Assessment of Objectives:

Journal: Keep and maintain a journal which reflects upon the experience of the twenty hours and how it has helped meet the Student Learning and NASPE Objectives.

Time Log: Students must maintain a time log (see attached) and submit it at the end of the experience.

Reflection Prompts: Students are expected to respond via-email by the date listed in the syllabus.

Discussions: The student will meet as a group and individually with the college professor. During these meetings they will discuss the issues raised by the students in their journal. Occasional email discussions will also take place.

Site Director Observations: The site director shall provide the evaluation of the student during the experience. (See attached.)

Each assignment must be completed by the set times and all class and individual meetings must be attended. Failure to do so will result in a grade of "U" and the repetition of the course.

KINS 3302 - STUDENT AGREEMENT

I agree to perform 20 hours of *multicultural community service* during the semester. I will attend four seminars, one individual and three group, respond to all prompted reflection questions, and keep a reflective journal* and turn it in at the end of the semester. I will be responsible for selecting a site in the community and have it approved by Dr. Jackson and have the site supervisor agree to and complete an assessment.

In the reflective journal I will consider the connections between the service experience and the teaching profession, as well as the larger impact of service upon my personal life as a contributing citizen and an effective leader.

I understand that I will receive credit for the learning that takes place, not strictly from the service itself, and that Dr. Jackson will issue a grade (S/U) not the service organization.

Name: _____ Date: _____

Address: _____

Phone: _____ E-Mail: _____

*Student Reflective Journals are returned to the student to be placed in their professional portfolios.

KINS 3302 – SUPERVISOR AGREEMENT

I agree to supervise _____ during the hours required for this course, and will validate the hours and evaluate the student’s contribution.

Name: _____ Date: _____

Organization: _____

Phone: _____ E-Mail: _____

KINS 3302 – HONOR CODE AGREEMENT

University Honor Code and Academic Honesty Policy

Students in this course are expected to conform to the UGA Student Honor Code

“I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others” Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. Examples of academic dishonesty are copying answers from another student during an exam, giving a false excuse for failing to show up for an exam, obtaining advance copies by unauthorized means, and damaging a computer disk to prevent evaluation of the work on that disk. Students who assist other students in academically dishonest acts are in violation of the policy. Consequences of academic dishonesty may include receiving a lower grade, community service, a notation on the student’s transcript, or suspension or expulsion from the University. Students have the responsibility for knowing the University’s policies and procedures on academic dishonesty, which are described in the publication, A Culture of Honesty.” Copies of this publication can be obtained from the Office of the Vice President for Instruction or may be viewed at the following website: <http://www.uga.edu/honesty/>

I have read and understand the above statement.

Signed: _____

Date: _____

UNIVERSITY OF GEORGIA
Department of Kinesiology

KINS 3302 – Multicultural Service Learning

SAFETY INFORMATION

I _____, hereby state that I take the responsibility to inform all relevant persons, parents, guardians or relatives who might worry or need to be informed about my whereabouts, that I would be frequently visiting _____ in Athens for participation in a Service Learning class assignment during the Fall Semester, 2008. I undertake to drive safely, maintain all safety regulations, and discipline at all times during this project. I was given the option to complete a different assignment if there was a reason that I was unfit to work with children or had conflicts with out of class assignments. I have been informed about the need for Tort Liability Insurance, and have been given the opportunity to obtain it. I have been informed to never be alone with a child, and to maintain care of both psychological and physical safety of program participants.

(signature)

(date)

Printed name: _____

3302 Rubric For Reflection Journal Assignment

Reflection Journal Assignment PEDS 3302

*This assignment is designed to assist you in becoming a reflective practitioner. The reflective journal is designed to stimulate you to consider the connections between your **community service learning practicum** or your **multicultural service learning practicum** and the teaching profession, as well as to comprehend the larger impacts of service on your personal development as good citizens and effective leaders.*

You will be evaluated on the following criteria:

	Your Score
Organization of content (sequence of information) (3 points)	____ / 3
Command of the subject matter (6 points)	____ / 6
Written communication skills (grammar, subject-verb agreement, etc.) (3 points)	____ / 3
Total 12 points	____ / 12

Grading Scale

- 11 points = 92%
- 10 points = 83%
- 9 points = 75%
- 8 points = 67%
- 7 points = 58%

The Assessment Criteria are as follows:

<i>Standard</i>	<i>Target ($\geq 86\%$)</i>	<i>Acceptable (76-85%)</i>	<i>Unacceptable ($< 75\%$)</i>
NASPE Standard 3.1	an <i>outstanding knowledge</i> of differences in approaches to learning and physical performance (e.g., different learning styles, multiple intelligences, and performance modes), areas of special need, language barriers, and how learning is influenced by individual experiences, talents, and prior learning, as well as culture, family, and community values	a <i>sufficient knowledge</i> of differences in approaches to learning and physical performance (e.g., different learning styles, multiple intelligences, and performance modes), areas of special need, language barriers, and how learning is influenced by individual experiences, talents, and prior learning, as well as culture, family, and community values	<i>little or no knowledge</i> of differences in approaches to learning and physical performance (e.g., different learning styles, multiple intelligences, and performance modes), areas of special need, language barriers, and how learning is influenced by individual experiences, talents, and prior learning, as well as culture, family, and community values

NASPE Standard 8.1	a <i>consistent critique</i> of the instructional situation	An <i>interspersed critique</i> of the instructional situation	an <i>absence of critique</i> of the instructional situation
NASPE Standard 8.1	<i>consistent evidence</i> of implementing change in actions based on reflection	<i>some evidence</i> of implementing change in actions based on reflection	<i>no evidence</i> of implementing change in actions based on reflection
NASPE Standard 5.1	A display of <i>outstanding</i> written (nonverbal) communication skills	a display of <i>average</i> written nonverbal) communication skills	a display of <i>below average</i> written (nonverbal) communication skills

Possible Service Sites

Tutoring/Mentoring Opportunities with the Latino Community, Fall 2009

There are several excellent opportunities to work with Latino and other students in the Athens area. All participants are asked to make a consistent weekly commitment of at least one afternoon. The personnel at these programs, with support from student workers, help provide oversight, training and supervision of the tutoring programs, including tracking service-learning hours. Each site has its own orientation session and paperwork, and each is somewhat different in terms of timing, procedures, and requirements. See more on the programs at www.coe.uga.edu/clase/tutoring. For more information, please contact Dr. Paul Matthews of CLASE (the Center for Latino Achievement & Success in Education), pmatthew@uga.edu, 706-542-3368.

Students can also sign up for ELAN 4620/6620 (ESOL Service-Learning), and can receive 1-3 hours of credit for participating in the service-learning course plus tutoring (cannot use the “same” hours for other courses).

TUTORING VENUES

Garnet Ridge Boys & Girls Club

Oasis Católico Santa Rafaela

Directions to Oasis Catolico:

Take Lumpkin towards and through downtown. Make a right at Dougherty. Left at Thomas (go under the old bridge). Thomas becomes North Avenue and later Danielsville Road as you go over the Perimeter (Loop 10). Stay on the right lane and bear to the right as the lane ends to become Hull Road. At the first light make a left. This is Hwy. 29N. At 1.5 miles make a left at the Exxon gas station (on your right is Athens Christian School). Enter the driveway slowly, and at the “Y” bear left. Continue on and around and on this street you will find Lot F-8 on your right (it is a cinder block house).

Oasis Contact: Sister Margarita Martin, afterschooloasis@gmail.com 706-714-6624

Website: www.acjusa.org/athens.htm

Pinewood Branch Library

- Mostly elementary and middle school students, Monday through Thursday, 3:00-6:00 (for 1.5-2 hours but start time flexible)
- Homework help, literacy activities, computer-based educational support.
- Call for times and days for Orientation and Tutoring 4:00-5:00 p.m. at Pinewoods, or as needed.

Directions to Pinewoods Library:

Take Loop 10 to Hwy 29 N (if coming from College Station Rd., go counter-clockwise, and stay on 29N when the "loop" cloverleafs off). Drive past Athens Tech. Across the street from Athens Christian School, and before you get to the Highway Patrol office, make a left onto Trail Creek Drive at the sign for Pinewood Estates North (also a gas station is there). When the road splits, bear right. Finally take a left onto G-H Street. The Pinewood Library/Plaza Comunitaria is on lot G-10, next to and just past the Oasis headquarters trailer on lot G21 (left side). It is a gray trailer with wooden stairs/ramps.

Pinewood Contact: Miguel Vicente, mvicente@athenslibrary.org. 706-613-3708.

Project Reach, Athens

Athens-Clarke County Leisure Services

P.O. Box 1868

Athens, GA 30603

706.613.3625

leslieblack@athensclarkecounty.com

www.athensclarkecounty.com/leisureservices/index.html

Northeast Georgia Renegades

Contact: Mark Channell

Assistant Superintendent for Student Service

Oconee County School System

The Cave

Contact Donny Whitehead

Covenant Presbyterian Church

1065 Gaines School Road

Athens, GA 30605

dwhitehead@covpresathens.org

Working with school age youth

Firdays 3:30-5:30

Sports oriented, no religious instruction

Monsignor Donovan HS

Contact; Aimee Grisby (our graduate)

706.540.3711

Coaching after school programs/teams

Athens United Soccer Association

Holland Sports Complex

Athens United Office Phone: 706-353-2241

[1071-C Founder's Boulevard](#), Athens, GA 30606

Contact: Dave Thureson (cell: 706.338.1665)

Director.ausea@yahoo.com

YMCA

YMCO