

FALL CAPSTONE 2012

"...the goal is to blend service and learning goals and activities in such a way that the two reinforce each other and produce a greater impact than either could produce alone."

Barry Fenstermacher

Service Learning on Service Learning:
Teaching respect for ourselves
and others as part of a community

Tuesday and Thursday 12:00 – 1:50 p.m. with additional meeting time
in the community
Shattuck, Room 225
CRN# 14228

Instructor: Heather Petzold

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Office Hours: (To be announced)

Community Partner:

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Course Description:

Community Service: This course focuses on the importance of Service Learning in our community. As a class, we will have the opportunity to discover, evaluate and reflect on the needs of our community by creating our own unique service learning projects. Students will be learning respect for self and others as part of a community and will learn to promote teamwork, leadership and problem solving skills.

Classroom: Communication and Educational issues will be addressed in the areas of Listening, Intercultural Communication, Leadership, Mediation, and Cooperative Learning skills.

Course Objectives:

Students who have successfully completed this course should be able to:

- Identify and analyze the basic assumptions of leadership and facilitation.
- Identify and analyze effective leadership roles.
- Identify and analyze the various learning styles and their importance to learning outcomes.
- Recognize the importance of listening as a facilitation tool and effectively demonstrate listening techniques within leadership roles.
- Identify and analyze issues of diversity and recognize the importance to communication processes.
- Identify and analyze the basic assumptions of cooperative learning and the positive effect it has on working outcomes and productivity.

Course Expectations:

The cooperative learning environment set forth for this class will help us create the ‘learning community’ necessary to achieve our course objectives. This cooperative approach (group activities, assignments and projects) will rely heavily on active participation and will therefore be dependent upon the level of responsibility that you choose to take for yourself and for your classmates. Positive group interaction, tolerance, and a genuine interest in the progress of fellow class members will be essential characteristics to the overall success of this course. This class will be as useful and rewarding as you choose to make it, remember though your choices will not only have a direct effect on your learning experience but your classmates and the Boys and Girls Club kids as well.

Course Goals of Service Learning:

The goal of service learning in this course is to provide a laboratory in which learning experiences address human and community needs and provides the necessary time for reflection on those experiences. Service opportunities will be structured to promote student learning and development. Desired learning outcomes include: acquiring a sense of civic and social responsibility, gaining exposure to cultural and socioeconomic differences, applying classroom learning and learning new skills.

Attendance Policy:

This is a community-based course and will therefore require your courteous and timely attendance both in the classroom and for your community based meetings. This course is a partnership representing PSU and it is important that you maintain a sense of commitment to the class as well as the community project.

Classroom Attendance: You will be allowed to miss one (1) scheduled class without penalty. **20 points will be deducted from your final grade for every additional absence.** Please respect your other classmates' learning environment, DON'T BE LATE!!!

Community Attendance: As we will prove ourselves committed members of our community, absences of any prescheduled meetings will not be admissible. **30 points will be deducted for each meeting missed.**

*** If you must miss a class meeting or community meeting, please contact me well in advance of the meeting day so proper arrangements can be made.**

Please Note:

It is expected that any student who may need an accommodation for any sort of disability should contact me via e-mail or after class so that together, we may provide the necessary arrangements for your success in this course.

Assignment Descriptions:

Mentoring: (Graded)

Each student will volunteer in the assigned agency for a minimum of 20 hours during the course of the class. These hours can be completed alone or groups may chose to work their hours together. This mentoring time will provide you with some hands on experience as well as providing time to motivate the kids towards our community project. **Remember, what you get from this experience is dependent upon the level of responsibility that you choose to take for yourself and for the kids. Positive and productive interaction is key.**

Assignment Descriptions Continued

Educational Workshop: (Graded)

You and your group members will be responsible for creating an educational workshop for the Boys and Girls Club. Groups will be divided into five sections (Education and Career Development, Character and Leadership, Health and Life Skills, Art, and Sports and Recreation) and will clearly incorporate the four University Studies Goals (Critical Thinking, Social Responsibility, Diversity and Communication). Further details to be discussed in class.

Goals for community project:

- Understanding the concept of community and service learning
- Needs assessment and project selection
- Planning the project
- Completion of project
- Reflection and Evaluation

Group Presentation: (Not Graded)

You and your group members will have the opportunity to practice your workshop in class before going to the Boys and Girls Club. This will be an excellent opportunity to practice your workshop in a safe and friendly environment and receive helpful constructive feedback. Details to be discussed in class.

Final Group Product/Portfolio of Educational Workshop: (Graded)

You and your group members will be responsible for completing a portfolio or “final product.” The final product will include a list of your goals for the educational workshop, your lesson plan, the workshop flyer, and other miscellaneous materials. You will need to hand in a total of three copies. One copy will be turned in for course files, one copy will be provided for the agency and one copy will be given to University Studies. Examples and guidelines will be provided in class.

Group Evaluation of Educational Workshop: (Graded)

All group members will be asked to turn in evaluation forms for all group members in a sealed envelope. I will use these evaluations to determine relative contributions from each group member and may adjust certain student grades accordingly. See attached for evaluation sheet.

Community project: (Graded)

As a class, we will plan a community-based project with the Boys and Girls Club. The project idea will be determined by assessing, evaluating and reflecting on the needs of the Boys and Girls Club and their community. (Ideas to be discussed in class)

Mini-Papers: (Graded)

These mini-paper assignments are used as a tool to help us reflect on the course concepts and theory as they relate to our lived experience. See class schedule for due dates and attached form for paper topics.

Final Reflection Group Activity: (Graded)

See page 12 for a description of this assignment.

Assignment Descriptions Continued

Participation: (Graded)

This is a highly participatory course formatted for group discussions, learning activities and group performance. To develop and refine your skills, it is necessary to participate in discussions and exercises, and keep up with the assignments. I encourage you to be active and critical listeners, while being respectful and considerate of each member's beliefs, attitudes and values. I expect students to contribute to and engage in class discussions, to think hard about the issues we are addressing, and to take responsibility for your learning.

****All assignment due dates are FINAL.***

Grading:

Community Project	20 points
Successful Completion of Workshop	30 points
Group Evaluation of Workshop	20 points
Mentoring	50 points
Participation	20 points
Mini-Papers (5 point each)	40 points
Final Group Product	50 points
Final Reflection Group Activity	20 points

Total Points Possible

250 points

A = 250-232 (93%)
 B = 216-207 (83%)
 C = 191-182 (73%)
 D = 166-157 (63%)

A- = 231-225 (90%)
 B- = 206-200 (80%)
 C- = 181-175 (70%)
 D- = 156-150 (60%)

B+ = 224-217 (87%)
 C+ = 199-192 (77%)
 D+ = 174-167 (67%)
 F = 149 or below

Course Calendar

This class schedule may be subject to change due to any unforeseen reasons (e.g., class size, time constraints, bad weather, and/or any other special need).

Week	Date	Topic	Notes/Due Dates
1 - Tuesday	9 - 25	Course and class introduction	
1 - Thursday	9 - 27	Community project and workshop discussion / Forming Groups	
2 - Tuesday	10 - 2	University Studies Goals	
2 - Thursday	10 - 4	Group Work	Paper #1 Due
3 - Tuesday	10 - 9	Leading Discussions	
3 - Thursday	10 - 11	Group Work	Paper #2 Due
4 - Tuesday	10 - 16	Learning/Social Styles	
4 - Thursday	10 - 18	Group Work	
5 - Tuesday	10 - 23	Intercultural Communication	
5 - Thursday	10 - 25	Group Work	Paper #3 Due
6 - Tuesday	10 - 30	Listening	
6 - Thursday	11 - 1	Group Work	Paper #4 Due
7 - Tuesday	11 - 6	Group #1	
7 - Thursday	11 - 8	Group #2	Paper#5 Due
8 - Tuesday	11 - 13	Group #3	
8 - Thursday	11 - 15	Group #4	Paper #6 Due
9 - Tuesday	11 - 20	Group #5	Paper #7 Due
9 - Thursday	11 - 22	HOLIDAY (No class)	
10 - Tuesday	11 - 27	Group Reflection Activity	Paper #8 Due All Other Paperwork Due
11 - Thursday	11 - 29	Club Party/Collaborative Project	

Hope you have a great Winter break!!



UNST 421 : Collaborations.....

Fall 2012

Instructor: Heather Petzold

Student Understandings

1. I understand the standards in this course and that I am responsible for my own learning.
2. I understand that at times I will be working in groups.
3. I understand that working together in an interdisciplinary group means that I will be responsible to take an active part in advancing the assigned work of the group.
4. I understand that it will be necessary to work outside of class with the community partner.
5. I understand that I have a commitment to the community partner I am working with and will make sure that I notify him or her and my instructor prior to an appointment if I must cancel.
6. I understand the nature of the course requires consistent classroom attendance and interactive participation inside and outside of the classroom.
7. I understand the basis of the final grade.
8. I understand that if I do not agree to the requirements of this course that I will drop the class in a timely manner to allow room for another student, since this is a low enrollment course.
9. I understand that this form must be signed and turned in Thursday September 27th, 2012 at the close of our second class session.
10. I have read and understand my responsibilities based on this learning contract and I agree to the requirements of this course.
11. If for any reason I am unable to meet the rules and regulations of this contract, I understand and accept that I may be withdrawn from the course.

Name: (Print and Sign) _____

Date: _____

Current Phone Number: _____

E-mail Address: _____

TEAM PEER EVALUATION FORM

Senior Capstone – Boys and Girls Clubs

Instructor: Heather Petzold

Write the first and last name of each individual in your group. ***Put your own name first.*** Rate each group member including yourself 1-10 (1 is low; 10 is high) on each of the following items:

Contribution: **Did the person contribute to the content of the group work?**

Interest: **Did the person show interest in the group and cooperate in moving the group toward its goal, as opposed to sidetracking the group or not showing up to meetings?**

Leadership: **Did the person provide appropriate emergent leadership functions, as opposed to waiting to be told what to do?**

Overall: **Is your overall impression of this person one of a productive group member that you would like to work with on other projects?**

<u>Name</u>	<u>Contribution</u>	<u>Interest</u>	<u>Leadership</u>	<u>Overall</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Overall group score for the workshop (scale 1-10) _____

Other comments you might like to make:

FINAL DOCUMENT FALL CAPSTONE 2012

Final Document:

The final document should consist of the following:

- Table of Contents
- A list of goals to be achieved from the workshop (Individual and Group)
- Workshop Timeline
- Workshop Rules
- Lesson Plan(s)
- Reflection Comments
- Miscellaneous materials used in your workshop
- Pictures (if possible)
- Any other information you deem pertinent

***Please see examples provided in class.**

-Mini-Paper Questions-
Fall Capstone 2012
Collaborations: Boys and Girls Club
Heather Petzold

Question #1

- A. What are your educational goals, Capstone goals, and individual goals as the role of student/teacher/mentor in this course?
- B. What do each of the University Studies Goals mean to you? (Communication Skills, Appreciation of Diversity, Critical Thinking, and Social Responsibility) How would you like to see each of these areas develop throughout the term? Specifically, in the classroom and working with the kids at the club.

Question #2

Reflect on any prior experiences you have had as a mentor or facilitator. What makes for a successful mentoring/facilitating experience? What skills and characteristics do successful mentors/facilitators employ?

Describe your mentoring experiences thus far at the club that have impacted both you and the kids. What is helping to enhance these experiences (staff, kids, your effort, etc.)? If you foresee roadblocks, how might you overcome them?

Question #3

In what way is the UNST goal of Diversity, your interpretation and application, useful to your overall experience at the club? In what ways does your worldview shape your thoughts and interactions? In your view, how do the differences and similarities you share with the staff and kids help or hinder your mentoring experience?

Question #4

- A. In general, what does quality community work mean to you? What does social responsibility mean to you?
- B. More specifically, what makes your group project quality work? How does social responsibility play a role in your project?

Mini Paper Questions Cont...

Question #5

Reflect on the group experience and its progression. What role do you see yourself in as a team member? What roles do you see the other group members in? Are these roles ones of a productive nature? How do you see this group working towards its goals? Do you view yourselves as a cohesive group? Have there been, or do you foresee any roadblocks? If so, what actions can you take (personally and as a whole) to help empower each member and move the group in a more positive direction? If not, what specifically is it that you and/or the other group members are doing (communication style, actions, etc.) that is creating your success?

Question #6

As we near the end of the term, please write your overall thoughts about the mentoring experience. What have you learned about yourself in the process of mentoring at the club? What are you most proud of?

Question #7

Assess your work in this Capstone course by reflecting on the scope of your participation in this class during the last 10 weeks. What role did you play to assist your group and the other groups in completing the workshops, mentoring time, and fundraising event? How did your behaviors, include your level of attendance in class, positively impact the team and the class, and how might they have negatively impacted the team and the class? How thoroughly did you use the resources available to you this term? What grade would you give yourself for your participation in this class over the last 10 weeks?

Question #8

- A. Mini-paper #1 asked you to address your understanding of the University Studies Goals. Looking back at your answers has your interpretation changed as a result of taking this course? If so, why? If not, please elaborate. (Please address each of the four goals).
- B. What connection did you see between class content (lecture material, workshops, community project, mentoring, etc.) and University Studies Goals? What specific ideas would you recommend to make this connection stronger?

Final Reflection Group Activity

This is an informal, interactive assignment used to help guide final reflections and help illustrate the relationship between University Studies goals, course content, and community experience.

General Concept:

Taking the culmination of learned experience and expressing understanding of its connection with University Studies goals by creating and implementing an interactive game or activity.

Suggested Procedure:

You will be divided into five sections. (Working groups)

Your group will be given a University Studies goal to focus on and will be asked to create an educational activity incorporating that goal as it has pertained to our experiences in class and in the community. (Communication Skills, Appreciation of Diversity, Critical Thinking, Social Responsibility and Facilitation/Leadership).

Brainstorm a list of as many concepts, ideas, theories, models, readings, etc., that were discussed throughout the term and experienced in the community.

Focus on making connections with this list to your assigned area or goal. How does this area or goal manifest itself within the course content and community experience? How are these connections evident?

When this list and the connections are complete, create a 15-20 minute interactive game or activity to help reflect on these connections (to be presented the following class session). Possible activities might include: Pictionary, Jeopardy, Hollywood Squares, etc.

Have fun with this. Be as creative as you can and enjoy!

SERVICE LEARNING IN THE UNIVERSITY SETTING

(Fundamentals of Service-Learning Course Construction)

The Four Basic Elements:

Preparation:

This is the linking of SL to specific learning outcomes and preparing students to perform the activities. Students are provided with a clear sense of what is to be accomplished and what is to be learned during each SL activity. They learn how to do the work, who will be served, the social contexts related to service, information about the service site, and what problems that may arise. They understand how sites are selected, how coordination and supervision will be achieved, the agency's and the Colleges understanding of each other's expectations and responsibilities, and how students are placed, trained, supervised, evaluated, and provided with opportunities for reflection.

Service:

The experience should be challenging, engaging, and meaningful to students. Service performed should address a real need so that students perceive the activity and their participation as relevant and important.

Reflection:

This is the means by which students come to understand the meaning and impact of their efforts. They link what they have learned about themselves and the academic disciplines to what they have done in service to others. Reflection is the active, persistent, and careful consideration of the service activity. Students ask, "What am I doing and why? What am I learning?" Reflection leads to self-assessment; hence, students become more independent learners. Areas of possible academic reflection are: morality, theology, race, class, gender, ability/disability, economics, public policy, civic responsibility, psychology, and sociology. Possible personal reflections include: What am I feeling? Why did I react the way I did? How might I react differently next time? What am I discovering about myself that I didn't know before? Can I make a change at this site? Without reflection, students simply go through the motions of service and remain cognitively unaffected by the experience, and left with their personal ignorance and biases reinforced or unexamined.

Celebration:

This is the sharing across systems, organizations and among individuals involved in SL. Included is the ritualization of the learning, achievement acquisition and application of knowledge gained during the quarter. This final step also involves the recognition and evaluation of the partnerships between the College and community agencies. Community change is named and celebrated at transitional moments.