

# CTLB03H3 - INTRODUCTION TO SERVICE LEARNING

[Offered through the **Service Learning & Outreach Program (SLO)**, Centre for Teaching and Learning]

## FALL 2019 COURSE SYLLABUS

<b>CLASS SCHEDULE:</b>	In-class Element: Thursdays, 11 am – 1 pm in BV355 Placement Element: To be arranged with placement supervisor.
<b>INSTRUCTOR:</b>	<b>Dr. Kamini Persaud</b> ( <i>Associate Professor, Teaching</i> ) <a href="mailto:kpersaud@utsc.utoronto.ca">kpersaud@utsc.utoronto.ca</a> Office: AC320C ( <b>*PLEASE RESPECT OFFICE HRS*</b> ) Office Hours: Thursdays 1:30 pm - 2:30 pm
<b>TEACHING ASSISTANT:</b>	<b>Cindy Bongard</b> <a href="mailto:bongard@utsc.utoronto.ca">bongard@utsc.utoronto.ca</a> Office Hours: by appointment
<b>SLO WEBSITE:</b>	<a href="http://ctl.utsc.utoronto.ca/sl/">ctl.utsc.utoronto.ca/sl/</a>

*Please Note: **QUERCUS** will be used as a primary source of information and communication for CTLB03.*

### OVERVIEW:

CTLB03H3, “Introduction to Service Learning”, is an **experiential learning** course that provides students with opportunities to take their academic content knowledge and apply it outside of the typical classroom course environment. Through this type of active, hands-on learning, students gain experience with **various modes of learning**, **connect** with different interested parties in their communities, and enhance their **understanding** of academic subject matter. The key to this process is continuous **reflection** on one’s experience. Through **reflection**, students identify how their academic content knowledge enhances the quality of their service and how their service experiences deepen their understanding of their discipline.

There are two components to CTLB03:

1. For the **placement** element of the course, students work collaboratively with community partners on mutually agreed-upon activities, at mutually agreed-upon times (approximately 5-7 hours/week) to support their community partner’s efforts to serve others.
2. The **in-class, lecture** element of the course involves all students meeting together once a week to learn theory and skills that will enable them to maximally gain from their service learning experience (e.g. instruction and discussions on reflective writing, professional communication, learning styles, etc.).

## LEARNING OUTCOMES:

This course aims to help students deepen their learning while in university as well as introduce them to transferable skills which will serve them beyond university. By the end of this course, students will be able to

- explain the theory behind **service learning** as a form of experiential learning
- understand the purpose and value of **reflection**
- recognize the importance of teamwork, facilitation, communication, self-awareness and professionalism, as transferable life/work skills
- demonstrate a deeper motivation for and understanding of their discipline through grounding their academic knowledge in meaningful, relevant (“real-world”) context
- apply critical thinking skills, creativity and initiative in written, oral and interpersonal communications
- appraise, through reflection, writing, readings, discussions and a placement, the unique perspectives and ideas of other communities (e.g. peer, academic, research or external)

## COURSE INFORMATION:

Course readings, instructions, resources and information tools are posted on the course **QUERCUS** page. Announcements are also made through Quercus which **students are responsible for checking regularly**.

## REQUIRED READINGS:

There are four required readings for this course to be discussed in class. Students are expected to read these prior to class, and come to class prepared to comment on and discuss ideas, ask and pose questions, and more; these contributions are part of the course participation mark. Here are the required readings:

1. Furco, Andrew. (1996). Service Learning: a balanced approach to Experiential Learning. In *Expanding Boundaries: Serving and Learning*. Washington, DC. Corporation for National Service. (*Discussed Sept. 12<sup>th</sup>, 2019*)
2. Bringle, Robert G. and Hatcher, Julie A. (1999). Reflection in Service Learning: Making Meaning of Experience. *Educational Horizons* 77 (4). (*Discussed Sept. 19<sup>th</sup>, 2019*)
3. Kijinski, John. (2018). Why Experiential Learning Often Isn't As Good As Classroom Learning (opinion). *Inside Higher Ed*. (*Discussed Oct. 3<sup>rd</sup>, 2019*)
4. Butin, Dan W. (2006). Limits of Service Learning in Higher Education. *Review of Higher Education*. 29 (4). (*Discussed Nov. 7<sup>th</sup>, 2019*)

## POSTED STUDENTS COMMENTS ON REQUIRED READINGS

In addition to reading each required reading prior to class and participating in the class discussion on that reading, students are required to post, on the course Quercus site, the following:

1. A PRE-DISCUSSION COMMENT or question on the reading (just three or four sentences) **by 9:00am on the day** the reading is being discussed.
2. A POST-DISCUSSION COMMENT (just three or four sentences) **in response to another student's pre discussion comment, by 11:59pm the Sunday following** the class when the reading was discussed.

## REFLECTION ASSIGNMENTS:

Unique and essential to the service learning approach is the **ongoing** process of active reflection. Students will produce six pieces of reflection, due at regular intervals throughout the term, about different aspects of their service learning experience (some guidance will be provided). Five reflection pieces will be written and one will be a **PHOTO** reflection (Reflection #4). The final reflection (#6) will be written, longer and worth more and **it must include specific references to connections between placement experience and academic, discipline-specific concepts/approaches learned in university.**

Due:

Sept. 22<sup>nd</sup>      Sept. 29<sup>th</sup>      Oct. 13<sup>th</sup>      Nov. 3<sup>rd</sup> (PHOTO)      Nov. 17<sup>th</sup> Dec. 1<sup>st</sup> (FINAL)

Each piece MUST:

- be submitted by **11:59 pm** on the **Sundays** indicated in the course schedule
- if written, be uploaded as a Word file into the “Reflections” module on Quercus
- be within the **700-word limit except for the Final Reflection which should be within 1000 words**
- begin with a clear, **framed** topic

*\* Marks will be deducted from students not meeting these requirements: 0.5% of overall course grade deducted per day for late submissions up to 3% (6 days late). A missing submission results in a 3% overall course grade deduction.*

## PLACEMENT, ATTENDANCE AND ASSESSMENT:

It is **absolutely ESSENTIAL** that students fulfill placement attendance requirements. As UTSC Service Learning students, you are representing both the program and the University of Toronto while serving at your placements. Students should also keep in mind that placement partners **rely** on your commitment in THEIR OWN efforts to serve others. You are responsible for contacting your placement supervisor regarding absences or needs for rescheduling. Placement supervisors will be asked mid-term and at the end of term about student commitment and reliability.

## IN-CLASS ATTENDANCE AND ASSIGNMENT POLICY:

CTLB03 students are responsible for attending **ALL in-class sessions**. Class attendance will be recorded and contributes to student participation mark. This is the only class time we have as a group to share information and insights, and many classes involve guest speakers and discussions, and therefore cannot be compensated for in other ways (or the “notes” obtained afterward).

If you are prevented from attending or completing a course requirement, due to any illness or other circumstance of a grave nature, contact the course instructor by email **within three days** of the missed requirement, clearly stating the reason. This explanation should be accompanied by a completed “Verification of Illness or Injury” form <http://www.utsc.utoronto.ca/registrar/verification-illness-or-injury> or a “Self Declaration of Illness Form”

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=2ahUKEwjQ5IDZ2ZTkAhXKvp4KHYwxAaAQFjACegQIBhAC&url=https%3A%2F%2Fwww.utsc.utoronto.ca%2Fbiosci%2Fsites%2Futsc.utoronto.ca.biosci%2Ffiles%2Fu26%2FSelf%2520Declaration%2520of%2520Student%2520Illness\\_0.pdf&usg=AOvVaw25Giv5R\\_wdbfJFmy4U3Tk5](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=2ahUKEwjQ5IDZ2ZTkAhXKvp4KHYwxAaAQFjACegQIBhAC&url=https%3A%2F%2Fwww.utsc.utoronto.ca%2Fbiosci%2Fsites%2Futsc.utoronto.ca.biosci%2Ffiles%2Fu26%2FSelf%2520Declaration%2520of%2520Student%2520Illness_0.pdf&usg=AOvVaw25Giv5R_wdbfJFmy4U3Tk5) . These documents will be used to determine eligibility to recover any lost marks. A copy of the form is provided on the last page of this syllabus. Acquaint yourself with its content, such that in case of an emergency you can obtain the essential information required, even in the absence of the official form.

**SAFETY:**

Students have the right to work under safe conditions at all times. Often, students will be required to participate in relevant safety training while at other times, it will be the responsibility of the student to familiarize themselves with the appropriate health and safety literature. Students also have the right to work in environments that are free from hostility or harassment of any kind. **If, at any time, a student feels unsafe or threatened in any way, they should cease all placement activity immediately and contact the course instructor immediately.**

**ACCESSABILITY:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me, your instructor and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

**ASSIGNMENTS AND MARKS BREAKDOWN**

This course uses active learning strategies to support your learning. Active learning strategies require students to be engaged in enhancing their own learning in various ways, e.g. writing, explaining, discussing, presenting, rather than having a passive (e.g. listening) experience. The following activities comprise course learning:

COMPONENT	% OF GRADE	DUE DATE (2019)
<p>REFLECTIONS (<i>approximately bi-weekly submissions</i>)</p> <ul style="list-style-type: none"> <li>for written reflections, assessment only lightly based on formal writing skills (<i>grammar, etc.</i>). However, students must be able to effectively communicate their ideas</li> <li>assessment will be based in part on development (<b>progress</b>) of critical reflection skills and <b>depth</b> of reflection</li> <li>Reflection #4 will be a <b>PHOTO</b> reflection</li> <li>Final Reflection #6 will be longer and include reference to <b>academic connections</b></li> <li>Students will <u>not</u> receive a mark for <b>each</b> reflection. A <b>midterm</b> mark will be provided.</li> </ul>	<p>4x 3% (written) + 1x 5% (photo) + 1x 8% (final) = <b><u>25%</u></b></p>	<p>Sept. 22<sup>nd</sup>  Sept. 29<sup>th</sup>  Oct. 13<sup>th</sup>  Nov. 3<sup>rd</sup> (PHOTO)  Nov. 17<sup>th</sup>  <b>Dec. 1<sup>st</sup> (FINAL)</b></p>
<p>PARTICIPATION</p> <ul style="list-style-type: none"> <li>based, in <b>small part</b>, on class attendance</li> <li>contributing to class discussions, adding comments, <b>aiding other students</b>, asking questions, etc. (QUALITY, not quantity)</li> <li><b>student behaviour while in class will also be monitored (attention, courtesy, etc.)</b></li> <li>a <b>midterm</b> mark will be provided</li> </ul>	<p><b><u>12%</u></b></p>	<p>ongoing</p>

COMPONENT	% OF GRADE	DUE DATE (2019)
<b>LEARNING GOALS ASSIGNMENT</b> <ul style="list-style-type: none"> <li>personally-created goals which represent individual objectives and guide student activities</li> </ul>	<u>5%</u>	Oct. 10 <sup>th</sup>
<b>GROUP FACILITATION PROJECT</b> <ul style="list-style-type: none"> <li>choosing from one of the article options and, in an assigned group, facilitating a class discussion around a particular focus</li> <li>Quizzes on other groups' articles</li> </ul>	<u>10%</u>  <u>3%</u>	Oct. 10 <sup>th</sup> & Oct. 31 <sup>st</sup>
<b>POSTED STATEMENTS ON ASSIGNED READINGS</b> <ul style="list-style-type: none"> <li>by <b>9:00am</b> on the <b>day of</b> the class discussion on an assigned reading, students must post (through Quercus) a statement or question regarding that reading</li> <li>by <b>11:59pm</b> on the <b>Sunday</b> following the class discussion on an assigned reading, students must answer or address one of the pre-discussion student posts not already addressed or answered by another student</li> </ul>	4 x .05% + 4 x 0.5%  <u>4%</u>	Readings Discussed:  Sept. 12 <sup>th</sup> Sept. 19 <sup>th</sup> Oct. 3 <sup>rd</sup> Nov. 7 <sup>th</sup>
<b>TRANSFERABLE SKILLS ASSIGNMENT</b> <ul style="list-style-type: none"> <li>Students will identify the use of "transferable" or "soft" skill in their placement</li> </ul>	<u>4%</u>	Nov. 7 <sup>th</sup>
<b>ORAL PRESENTATION ON PLACEMENT EXPERIENCE</b> <ul style="list-style-type: none"> <li>Students will share information about their placement experiences with peers.</li> <li>After your presentation, you must submit a copy of your ppt file, <b>OR</b> a detailed outline of your speaking points.</li> <li>More information on requirements, format, etc. will be provided.</li> </ul>	<u>17%</u>	Nov. 14 <sup>th</sup> & Nov. 21 <sup>st</sup>
<b>PLACEMENT PARTICIPATION</b> <ul style="list-style-type: none"> <li>will assess student's commitment to &amp; development in both service &amp; learning (initiative, growth of understanding, etc.)</li> <li>evaluation will also consider outcomes of originally defined goals</li> <li>placement supervisor's feedback on student's performance, dedication, etc. will be considered.</li> </ul>	<u>20%</u>	Nov. 28 <sup>th</sup>

\*Unless a legitimate reason is given, a late penalty of 5% per day will be deducted from late assignments (not including weekly reflections. See above. )

## ACADEMIC INTEGRITY:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

- IN PAPERS AND ASSIGNMENTS: Using someone else's ideas or words without appropriate acknowledgement. Submitting your own work in more than one course. Making up sources or facts. Obtaining or providing unauthorized assistance on any assignment.
- ON TESTS AND EXAMS: Using or possessing unauthorized aids. Looking at someone else's answers during an exam or test. Misrepresenting your identity.
- IN ACADEMIC WORK: Falsifying institutional documents or grades. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from me or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>).

**TENTATIVE SCHEDULE**

Wk.	Class	In-Class Topic	Assignment DUE	Assigned Work	Placement Activity
1.	Sept. 5 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. Class introductions</li> <li>2. Course structure, requirements, expectations, syllabus, etc. (see “Do’s &amp; Don’ts” handout)</li> <li>3. Instructor’s introduction to “Service Learning”</li> </ol>	<ol style="list-style-type: none"> <li>1. Placement Applications (<i>at the latest!</i>)</li> <li>2. MOU, insurance forms, etc. (<i>submit in class</i>)</li> </ol>	<ol style="list-style-type: none"> <li>1. MOU, insurance etc. forms</li> <li>2. Reading #1 + posted comments</li> </ol>	<p>Arrange to meet with placement supervisor to discuss duties &amp; expectations</p>
2.	Sept. 12 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. <u>Reading #1</u> Discussion: <i>Service Learning: A Balanced Approach to Experiential Learning</i> (Furco)</li> <li>2. WORKSHOP: About Reflection:</li> </ol>	<ol style="list-style-type: none"> <li>1. MOU, insurance etc. forms (<i>submit in class</i>)</li> <li>2. Posted comments on Reading #1 (Furco)</li> </ol>	<ol style="list-style-type: none"> <li>1. MOU, insurance etc. forms</li> <li>2. Reflection #1</li> <li>3. Reading #2 + posted comments</li> </ol>	<p>Student &amp; placement supervisor negotiate and complete MOU &amp; insurance (if applicable)</p>
3.	Sept. 19 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. <u>Reading #2</u> Discussion: <i>Reflection in Service Learning</i> (Bringle &amp; Hatcher)</li> <li>2. WORKSHOP: <i>Professional Etiquette</i> – (Academic Advising and Career Centre)</li> </ol>	<ol style="list-style-type: none"> <li>1. MOU, insurance etc. forms (<i>submit in class</i>)</li> <li>2. Reflection #1 due Sun. Sept. 22<sup>nd</sup></li> <li>3. Posted statements on Reading #2 (Bringle &amp; Hatcher)</li> </ol>	<p>Reflection #2</p>	<ul style="list-style-type: none"> <li>• Any necessary training</li> <li>• Placements commence</li> </ul>
4.	Sept. 26 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. WORKSHOP: <i>Working in Groups/With Others</i></li> <li>2. Constructing Learning Goals</li> <li>3. Case Study</li> </ol>	<p>Reflection #2 due Sun. Sept. 29<sup>th</sup></p>	<p>Reading #3 + posted comments</p>	<p>Students fully integrated in placement activities.</p>
5.	Oct. 3 <sup>rd</sup> , 2019	<ol style="list-style-type: none"> <li>1. <u>Reading #3</u> Discussion: <i>Why Experiential Learning Often Isn't As Good As Classroom Learning</i> (Kijinski)</li> <li>2. WORKSHOP: <i>Facilitating a Discussion</i> (FSG Coordinator, Maggie Robertson)</li> <li>3. About the Discussion Facilitation Group Project</li> </ol>	<p>Posted statements on Reading #3 (Kijinski)</p>	<ol style="list-style-type: none"> <li>1. Reflection #3</li> <li>2. Learning Goals Assignment</li> <li>3. Discussion Facilitation Group Project</li> </ol>	<p>Students fully integrated in placement activities.</p>

Wk.	Class	In-Class Topic	Assignment DUE	Assigned Work	Placement Activity
6.	Oct. 10 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>About 20<sup>th</sup> Century Transferable Skills</li> <li>WORKSHOP: <i>Intercultural Competence</i> (Heather Lynn-Meacock)</li> <li>Discussion Facilitation Group Project: Group 4, "<i>Challenges of Short Term SL</i>"</li> </ol>	<ol style="list-style-type: none"> <li>Discussion Facilitation Group Project</li> <li>Reflection #3 due Sun. Oct. 13<sup>th</sup></li> <li>Learning Goals Assignment</li> </ol>	<ol style="list-style-type: none"> <li>Discussion Facilitation Group Projects</li> <li>Transferable Skills Assignment</li> </ol>	Students assess mid-term progress. (Do actual activities match original expectations?)
7.	Oct. 17 <sup>th</sup> , 2019	_____ READING WEEK _____			
8.	Oct. 24 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>WORKSHOP: <i>Presentation Skills</i> (David Chan, Centre for Teaching &amp; Learning)</li> <li><b>About the Final Presentation</b></li> <li>Transferable Skills</li> </ol>		<b>PHOTO</b> Reflection #4 & Transferable Skills Assign.	Students fully immersed in placements.
9.	Oct. 31 <sup>st</sup> , 2019	<ol style="list-style-type: none"> <li>Discussion Facilitation Group Projects (Groups 1, 2 &amp; 3)</li> </ol>	<b>PHOTO</b> Reflection #4 due Sun. Nov. 3 <sup>rd</sup>	Reading #4 + posted comments & Transferable Skills Assignment	Any final products being created?)
10.	Nov. 7 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li><u>Reading #4</u> Discussion: <i>The Limits of Service Learning in Higher Education</i> (Butin)</li> <li>About MAESD, UofT White Paper</li> </ol>	Posted comments on Reading #4 (Butin) <b>*Transferable Skills Assignment</b>	<ol style="list-style-type: none"> <li>Placement Presentation</li> <li>Reflection #5</li> </ol>	Students gathering presentation materials.
11.	Nov. 14 <sup>th</sup> , 2019	Placement Presentations	<ol style="list-style-type: none"> <li>Reflection # 5 due Sun. Nov. 17<sup>th</sup></li> <li>Placement Presentation</li> </ol>	Placement Presentation	Students gathering presentation materials.
12.	Nov. 21 <sup>st</sup> , 2019	Placement Presentations	Placement Presentation	<ol style="list-style-type: none"> <li>Placement Supervisor Evaluation</li> <li>Placement Presentation</li> <li><b>Final Reflection #6</b></li> </ol>	Placements wrapping-up, students obtaining supervisor assessment.
13.	Nov. 28 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>Course Debriefing</li> <li>Student Evaluation of Placement</li> </ol>	<ol style="list-style-type: none"> <li>Placement Supervisor Evaluation</li> <li>Student Evaluation of Placement</li> <li><b>Final Reflect<sup>n</sup> #6 due Sun.Dec. 1<sup>st</sup></b></li> </ol>		Placements and student assessment complete.



University of Toronto

### Verification of Student Illness or Injury

To be completed only by a Physician, Surgeon, Nurse Practitioner, Registered Psychologist or Dentist

**1. TO BE COMPLETED BY THE STUDENT:** STUDENT# \_\_\_\_\_

I, (please print) \_\_\_\_\_ authorize this practitioner to provide the information on this form relating to my request for special consideration to the University of Toronto, and to verify the information as required.

\_\_\_\_\_  
STUDENT SIGNATURE DATE

**2. TO BE COMPLETED BY THE LICENSED PRACTITIONER:** *Please indicate below the effect of the illness, injury and/or treatment on the student's ability to learn, communicate, concentrate, participate in academic activities as well as his/her decision making capacity and motivation.*

<i>Initial</i> the most relevant category	Degree of Incapacitation on Academic Functioning	Start Date	Anticipated End Date
Severe	Completely unable to function at any academic level e.g. unable to attend classes, or fulfill any academic obligations.		
Serious	Significantly impaired in ability to fulfill academic obligations e.g. unable to complete an assignment, unable to write a test/examination		
Moderate	May be able to fulfill some academic obligations but performance considerably affected e.g. able to attend some classes, decreased concentration, assignments may be late		
Mild	Likely to be able to fulfill academic obligations, but performance affected to a minor degree, with mild impairment and minimal symptoms		
Negligible	Unlikely to have an effect on ability to fulfill academic obligations		

<input checked="" type="checkbox"/>	Frequency and/or timeline of contact with student <u>relevant to present illness/episode of illness/injury</u>
<input type="checkbox"/>	Once Only - Visit Date:
<input type="checkbox"/>	Multiple/On-going - Visit Dates:

Additional Comments: \_\_\_\_\_

**3. VERIFICATION BY THE LICENSED PRACTITIONER:** This form is based on examination and applicable documented history at the time of illness or injury, not after the fact. I certify that this assessment falls within my legislated scope of practice.

\_\_\_\_\_  
NAME (Please Print) Business stamp, with address and telephone

\_\_\_\_\_  
Licencing Body and REGISTRATION #

\_\_\_\_\_  
SIGNATURE DATE

The University of Toronto respects your privacy. Personal information that is provided on this form is used by the University to verify effects of illness or injury on your capabilities and necessary related purposes. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please contact your campus administrator.

Alteration or falsification of information on this form may constitute an academic offence under the Code of Behaviour on Academic Matters and may be prosecuted as such.

Completion of this form does not guarantee that special consideration will be granted. Incomplete forms will not be processed.

In some appeal situations, the University may require additional information from you or your practitioner to decide whether or not to grant or confirm special consideration.

**PLEASE RETAIN A COPY FOR YOUR FILES**