SYLLABUS

BSOS 366 - Fall 1995
Community Service Internship:
"Policies and Practice of Combining Community Service and Learning"

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COURSE DESCRIPTION:

Community Service Internship: "Policies and Practice of Combining Community Service and Learning" explores the relationship of students' community service experiences to civic/social responsibility and leadership, and social and educational policy.

Within the context of the course, we will study seven (7) themes of service, to include:

- collective energy
- clarification of values
- commitment
- self-concept
- personal connections
- social change
- citizenship

Students will analyze two community service policies--the federal National and Community Service Trust Act of 1993 and the Maryland State Mandate for Community Service of 1992, and explore the connection between community service and education. An innovative interactive class format will include discussions, group projects, speakers, experiential exercises and active learning. Related readings are required. Students will be responsible for ten (10) short essays based on assigned readings, one detailed written and oral daily history of a service experience, two group policy discussions, one group theme presentation and report, and a mid-term and final exam.

Class Time:
Monday afternoon 1:00 p.m. - 2:30 p.m.

Discussion Groups
Students will be required to attend and participate in a weekly one-hour discussion seminar led by a teaching assistant. Weekly essays will be turned in at this time. Late essays will not be accepted.

Community Service Commitment: Students are required to serve 4-8 hours per week in a sustained community service placement throughout the semester. Placements must be approved.

Class Participation and Attendance:
Class attendance is required and attendance will be taken each week. Lateness will not be tolerated. Participation in discussion groups and related events is also required. These will be scheduled after the first class, so that students' other commitments are taken into consideration.

**Team Maryland:** Students who perform their community service through the Team Maryland program will also be required to meet regularly as scheduled with Rob Fox, the Team Maryland coordinator, and fulfill all of the requirements of the Team Maryland program.

**Required Readings:**

**Texts:**


**The following readings will be provided to students:**

"Visions of Service: The Future of the National and Community Service Act"
"What You Must?! Do For Your Country: The Mandatory Service Debate"
"Not Only Bowls of Delicious Soup" by J. Karasic
"Principles of Good Practice for Combining Service and Learning", NSEE
"The Meaning of Life" by Jonas Salk
lines from President Clinton's inaugural address
"I Am Not A Duck" anonymous
"The Requirements of Democratic Citizenship" *in Political Learning, Political Choice and Democratic Citizenship* by Weissberg, pp. 175-182
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Grades:

Grades will be assigned according to the regular grading scale of ABCDF.

Grading Scale:

A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = Below 60%

All written assignments (journal entries, service descriptions, and self-assessments) must be typed. Please check for spelling and grammar.

Assignments:

Three Group Assignments:
Group Policy Project #1  10%
Group Policy Project #2  10%
Group Theme assignment  10%
Group Theme report  10%
One Detailed Service Description  5%
10 Written Short Essays  20%
Mid-Term Exam  15%
Final Exam  20%

3 Group Projects:

2 Group National/Community Service Policy Projects:

Maryland State Community Service-Learning Requirement of 1992
National and Community Service Trust Act of 1993
Prepare for a 15 minute presentation, a 5 minute question and answer period to follow, and rebuttal and discussion.
To include the following:
Description of policy
Stakeholders
Pros and Cons
Recommendations

1 Group "Theme of Service" presentation and report - to be discussed in class
WEEKLY COURSE CALENDAR
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Class 1: Course Overview and Definitions
Sept. 11
Assign: Reading: The National and Community Service Act of 1993
        Journal entry #1
        In your own words, summarize the purpose of the National Service Trust Act.

Class 2: The Relationship of Education and Service in America, particularly in higher education.
Sept. 18

        Journal entry #2
        The charters of Harvard University, founded in 1636 as the first American institution of higher education, and Yale, founded as the Connecticut College School in 1701, read as follows:
        "Many Persons of unknown worth have by the blessing of Almighty God been better fitted for Publick Imployments both in the Church and in the Civil State", and "wherein Youth may be instructed in the Arts and Sciences who through the blessing of Almighty God may be fitted for Publick Employment in Church and Civil State".
        In approximately the same amount of words (30), write a mission statement for the charter of a new institution of higher education you are creating in 1995. Then in a few paragraphs explain why your new university is being established to fulfill this mission.

Class 3: TEAM BUILDING/LEADERSHIP
Sept. 25
Assign: Begin working on group policy debates on Maryland's Service/Learning Requirement
        Readings: two articles from "What You Must?! Do For Your Country: The Mandatory Service Debate" which represent opposing views:
        Testimony of Mr. Richard Dreyfuss and The Case Against Mandates by Arthur Rubin

        Journal entry #3
        Part I: Give reasons why you would support a service requirement.
        Part II: Give reasons why you would oppose a service requirement.
        Be sure that you have equally stated both perspectives. Do not exceed two typed
double-spaced pages.

Class 4: Issues in Integrating Service and Learning in the Curriculum
Oct. 2
Assign: Reading: Principles of Good Practice for Combining Service and Learning"
   Journal entry #4
   A "mnemonic" is a verse or other aid to help one remember facts. For your
journal entry this week, develop a creative mnemonic for remembering the Principles of Good
Practice.

Class 5: Theme - COLLECTIVE ENERGY, Dr. Smith
Oct. 9
Assign: Begin working on group theme presentations
   Begin Service Descriptions
   Commitment presentation for Class 6
   Reading: Karasic, "Not Only Bowls of Delicious Soup"
   Reading: "Commitment and Meaning" by J. Gardner, in Service Learning Reader
   Journal entry #5
   Provide some specific and concrete suggestions for ways in which collective energy
could enhance/improve your service project(s) this semester. Then describe the steps you will take
to implement your suggestions.

Class 6: Theme - COMMITMENT (1st group theme presentation)
Oct. 16 Service Descriptions
Assign: Clarification of Values presentation for Class 7
   Reading: Marian Wright Edelman's "The Measure of Our Success"
   Reading: "Value Differences in Intercultural Communication" by Lustig, in Service-
Learning Reader.
   Journal entry #6
   Oftentimes, we make commitments to ourselves and/or to others that we find
difficult to keep. In what ways are you finding your commitments to your service project and this
course this semester difficult to keep? What is helping you to follow through with these
commitments despite the
difficulties you encounter?
Class 7: Theme - CLARIFICATION OF VALUES (2nd group theme presentation)
Oct. 23 Service Descriptions
Assign: Personal Connections presentation for Class 8
Journal entry #7
In the article by Lustig, "Value differences in Intercultural Communication", the author lists Terminal Values and Instrumental Values:
1. Please review the list from the reading (Table 1 Rokeach's Instrumental and Terminal Values, p.4) and identify the one Terminal Value (from the list on the bottom) that had the most influence on your decision to be involved in service this semester. Explain how this Terminal Value influenced your decision.

2. Then identify the one Instrumental Value (from the list on top) that you believe to be the most important to you as you perform your service this semester. Explain why this Instrumental Value is so important in conducting your service.

Class 8: Theme - PERSONAL CONNECTIONS (3rd group theme presentation)
Oct. 30 Service Descriptions
Assign: Group policy debates on the Maryland Service/Learning Requirement
Journal Entry #8
According to Cole, people build filters through which they see other people. As long as people are seen through these filters, understanding each other is impossible. Cole claims, however, "When we allow ourselves to look past our differences, we can appreciate our similarities, recognize our connectedness, and enjoy the diversities that we people share."
Describe a person or people with whom you have "connected" through your service-learning experience whom you previously "filtered". Why do you think you "filtered" this person or this group of people? What have you learned about this person or group of people? How is what you have learned different from your previous view?

Class 9: Group policy debates on the Maryland Service/Learning Requirement
Nov. 6
Assign: no journal entry
prepare for Mid-Term
Class 10: Mid-Term In-class essay  
Nov. 13  
Assign: Self-Concept presentation for Class 11  
Service Descriptions  
Reading: "I Am Not a Duck"  
Journal entry #9 (mid-semester evaluation)  
What have you learned about yourself this semester?  
In general, how are you doing in your service project this semester?  
What do you assess to be your strengths for your service?  
How are you using your strengths in serving this semester?  
What do you assess to be the areas in which you not as strong?  
What are you doing to improve yourself in these areas?

Class 11: Theme: SELF-CONCEPT (4th group theme presentation)  
Nov. 20  
Assign: Social Change presentations for Class 12  
Begin working on group policy presentation II--The National and Community Service Trust Act of 1993  
Readings: Steven Waldman. 1995. The Bill  
"Letter from a Birmingham Jail" by Dr. Martin Luther King, Jr., in Service-Learning Reader.

Class 12: Theme - SOCIAL CHANGE (5th group theme presentation)  
Nov. 27  
Assign: Service Descriptions  
Continue working on group policy presentation II - The National and Community Service Trust Act of 1993
Class
13: Group policy presentations - The National and Community Service Trust Act of 1993
Dec. 4
Assign: Reading: from Political Learning, Political Choice and Democratic Citizenship by Weissberg "The Requirements of Democratic Citizenship" pp. 175-182

Journal entry #10
Based on your understanding of the National and Community Trust Fund Act of 1993, your assignment this week is to write a letter to Harris Wofford, the CEO of the new Corporation for National Service in Washington. In the letter, you should introduce yourself, include your perspective on the new legislation, your endorsement or opposition to the Act, and specific recommendations or views that support your position.

The letter should include five paragraphs, and should be addressed as follows:
Mr. Harris Wofford
CEO, The Corporation for National Service
1201 New York Avenue, N.W.
Washington, D.C. 20525

Class 14: Theme: CITIZENSHIP (6th group theme presentation)
Dec. 11
Assign: Final Exam due on Dec. 18

Final Exam due to Center for Political Leadership on Monday, December 18 by 11:00 a.m.

SYLLABUS IS SUBJECT TO CHANGE