

The University of Winnipeg - Faculty of Education
Course Outline for
Educational Leadership within a Service-Learning Framework
(EDUC 1810) Credit Hours: 3

Instructor	A. Appel	Office:	3R12
Phone:	786-9254	Office Hrs:	by appointment
Email:	a.appel@uwinnipeg.ca	Web site:	WEB CT
Classroom:	3C01	Time:	Mon/Wed 4:00-5:15 PM

- **IMPORTANT:** In order to meet the filter criterion when sending email outside WebCT, the subject line in your message must mention **Course 1810 & your section number**. As instructors are not responsible for misdirected email messages, please phone if you do not receive an acknowledgement within 48 hours.
- **WebCT should be used for all submission of assignments, questions, and other communications.**
- **Virus precautions: DO NOT** send attachments without prior agreement, as they will be discarded without being read
- **Computer:** You must have access to a computer connected to the internet.

If speaker scheduled, all sections meet in 3C01
Voluntary withdrawal date: (differs with each term)

Course Description

Service-learning is an educational approach that integrates service in the community with intentional learning outcomes. By providing students with an opportunity to frame theoretical learning in real-life settings, service-learning leads students to broaden their horizons and to change their perspectives on their participation as citizens of a diverse democracy. This course utilizes a methodology that combines academic instruction, meaningful service, and critical reflective thinking to promote student learning and civic responsibility.

The intent of this course is for students and instructors to:

- define service-learning as distinguished from volunteering, internship and field practicum, and to challenge previously held assumptions
- explore the purpose of service-learning in relation to the individual motivation of students and instructors
- actively prepare for the service-learning experience by honing reflective skills, intrapersonal skills and participation and problem-solving skills
- work towards knowledge, skills and attitudes that will encourage opportunities for transformative learning to occur
- actively and responsibly participate in a relevant on-site community service-learning project
- document the service-learning experience

Key Concepts and their Relationship to Service-Learning:

Knowledge: Students will begin to develop a knowledge base by:

- understanding the root causes of social problems such as poverty and homelessness
- relating to the individual and the collective and exploring how citizen groups and agencies can effect change in the community
- examining models of leadership such as collegial and hierarchical in relation to Greenleaf's notion of servant as leader
- exploring the historical and cultural antecedents of service
- exploring the conceptualization of service-learning by tracing the work of Dewey and Freire
- determining how individuals as part of the teaching profession can act in socially aware and responsible ways

Skills: Students will develop the prerequisite skills for implementation of the project by:

- learning how to identify community assets and how to build on strengths
- learning how to actively listen and learning ways to reflect critically
- developing strategies for problem solving
- recognizing the need for genuine participation and examining how this resonates with the concept of empowerment
- examining how teachers effect social awareness in the classroom

Attitudes: Students will examine attitudes in relation to service-learning by:

- developing an ethic of care and exploring what it means to actively care for people
- exploring the concept of stewardship within the context of service-learning
- examining the significance of empathy in relation to service-learning
- examining the concept of commitment through a critical perspective of the meaning of sustainability
- determining how characteristics develop in the classroom as elements of service-learning

In Class Course Considerations:

- During the initial five week period, there will be **15 hours** of class time
- During the next seven weeks, students will complete **40 hours** of community-based service
- There will be an in class debriefing session at the end of the service-learning project
- The course has a pass-fail orientation, but is based on the minimum standard of C+ (70%) which is necessary for continuation in the Education program.
- There will be a project portfolio showing tangible evidence of reflection

Schedule

The following **tentative schedule** is provided as a guideline for students to help prepare for the sessions. Further detail will be given as topics are developed. This will allow some flexibility in approach to address student interests and needs. In order to meet various institutional deadlines, assignment deadlines are final and are not normally subject to change.

Course Schedule

Class	Topics	Comments
1	Review Course Outline and Expectations. What is Service Learning?	Ch. 1 Robert Greenleaf Assign reading ch 1-3 CRC/CAR checks Pre-service reflection #1 assigned (no attachments) – due by next class
2	The Importance of Community Service Speaker – TBA	Pre-service reflection #2 assigned – due by next class
3	Sites presented to students	Students choose sites
4	Students get site assignments Speaker TBA The power of education	Pre-service reflection #3 assigned – due by next class
5	Cultural connections Speaker TBA	TBA
6	Challenges for Newcomers and immigrants to Winnipeg Speaker TBA	Pre-service reflection #4 assigned – due by next class
7	“What’s Your Guitar?” Speaker: TBA	TBA
8	Minorities: Empowerment through Actions * Listening and Learning * Strategies for success * Review duties and expectations of students / working in the field	How does media portray minorities? * Timesheets, safety, security * Importance of communication
9	The Disenfranchised Poor Speaker: TBA	Pre-service reflection #5 assigned – due by next class
10	Instructor available for consultation / discussion	
Community-Based Service		
11	Debriefing Sessions and Project Due and Submitted	

Required Text: Cress, C.M. et al; (2005) Learning Through Serving: A Student Guidebook for Service Learning Across the Disciplines, Stylus, Virginia, 2005.

Attendance and Participation

There are two parts to the service-learning course: **the in-class component** and **the service practicum component**.

During the in-class component, students attend classes, participate in activities/discussions, and complete a number of pre-service reflections on assigned topics **to be submitted via WebCT**.

For the service practicum component, there are no service learning classes at the university but students attend and actively participate at their service practicum site. Students are sent and complete weekly reflection assignments during their service practicum experience **to be submitted via WebCT**.

Students are expected to invest time in the course equivalent to the time required for a regular semester course; this would include the time spent in class as well as the time required for reading and homework. This time expectations for this course include time spent at the service-learning site (total of 40 hours), time spent in the classroom (15 hours), and time spent working on your project portfolio.

Evaluation Structure

Throughout this course, a number of small assignments will be used to focus discussion, expand student thought, and develop related expertise. Active class participation and attendance will also factor into this evaluation component. Participation means regular and punctual attendance at class and active participation in class discussion and activities. (Participation - showing evidence of having completed reading assignments and answered questions assigned, and demonstrating awareness of topics being considered by volunteering relevant and meaningful contributions to discussions in progress.)

Students earn credit by active participation in both the class and community service aspects of the course. It is expected that student projects will display increased knowledge of academic content through the framework of service and reflection. Successful completion of this course will include the following indicators:

- Class attendance and participation
- Pre-service reflections and in-class assignments
- Successful community service and assigned reflections while serving in the field
- Summative project portfolio (hard copy) as described in course materials due by (differs with each term), or at a later date with permission of the instructor.

This is a Pass/Fail course. However, an overall mark of 70% (C+) must be achieved to attain a “Pass” standing. Course Evaluation and weighting is as follows:

Component	Value (marks)
Class attendance and participation	10
Six Pre-Service Reflections / in-class assignments	30
Seven Service Reflections	45
Summative Project Portfolio (in duo tang)	15
Total	100

DUE DATES: Assignments must be submitted on or before the assigned deadline date. In order to meet various instituted deadlines, assignment deadlines are **final** and are normally not subject to change. Late submissions will not be accepted **without permission of the instructor. Valid medical documentation may be required.** Without instructor permission, there will be a **penalty** deduction of **ten percent (10%)** of the assignment total **per day** for late submissions. Please note that Saturday and Sunday will be included in calculating penalties.

University Policies

Please note that the Withdrawal Date for this course is October 27th. This date is the final day that you can withdraw from this course without academic penalty.

IMPORTANT: Students are encouraged to familiarize themselves with the Academic Regulations and Policies found in the University of Winnipeg Course Calendar, available online at <http://www.uwinnipeg.ca/index/calendar-calendar>. Particular attention should be given to subsections 8 (Student Discipline), 9 (Senate Appeals), and 10 (Grade Appeals).

- It is the student's responsibility to retain a photocopy or computer disk copy of ALL assignments submitted for grading; in the event of loss or theft, a duplicate copy is required.
- This course outline should be considered a guideline only. Time constraints and other unforeseen factors may require that some of the above topics be omitted or covered in less detail than indicated.
- All final grades are tentative until approved by the Senate Committee on Academic Standards which issues grades on behalf of the University of Winnipeg Senate.
- In the matter of plagiarism, please be aware that you may not submit one paper for credit in two different courses **without the consent of each instructor.**

Services for Students with Disabilities:

Students with documented disabilities requiring academic accommodations for tests/exams (e.g. private space) or during lectures/laboratories (e.g., access to volunteer note-takers) are encouraged to contact Disability Services (DS) at 786-9771 or to discuss appropriate options. Specific information about DS is available on-line at <http://www.uwinnipeg.ca/index/services-disability>. All information about disability is confidential.

Please note, in particular, the subsection of Student Discipline pertaining to plagiarism which reads in part “Plagiarism is a form of academic dishonesty in which individuals present published or unpublished work (written, electronic or other) of another person or persons, in its entirety or in part, as their own. While scholarship quite properly rests upon examining and referring to the thoughts and writings of others, when excerpts are used in any work submitted for evaluation, the sources must be acknowledged, using an accepted form for the discipline.” (University of Winnipeg, 2010, Section 8(a)i.) For a more comprehensive listing and discussion on acts of plagiarism and forms of misconduct refer to the above mentioned sections of the online calendar.