

CTLB03H3 - INTRODUCTION TO SERVICE LEARNING

[Offered through the Centre for Teaching and Learning]

FALL 2022 COURSE SYLLABUS

CLASS SCHEDULE:	In-class Element: Thursdays, 11 am – 1 pm in BV361 Placement Element: To be arranged with placement supervisor.
INSTRUCTOR:	Dr. Kamini Persaud (<i>Associate Professor, Teaching</i>) kamini.persaud@utoronto.ca Office: AC310B Office Hours: Please request an appointment, either virtual or in-person!
TEACHING ASSISTANT:	Olivia Rennie olivia.rennie@mail.utoronto.ca Office Hours: Please request a virtual appointment
Course Admin. Assistant:	Amelia Seto-Hung ctlb03.utsc@utoronto.ca

QUERCUS will be used as a primary source of information and communication for CTLB03.

OVERVIEW:

Welcome to CTLB03! CTLB03, “Introduction to Community Engaged 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 while **reciprocally learning from their communities**. 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 community engaged 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 **community engaged 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
- consider how their academic knowledge informs their community work
- 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.
2. Bringle, Robert G. and Hatcher, Julie A. (1999). Reflection in Service Learning: Making Meaning of Experience. Educational Horizons 77 (4).
3. Bowen, Tracey (2020) Work-integrated learning placements and remote working: Experiential learning online. International Journal of Work-Integrated Learning, Special Issue, 2020, 21(4), 377-386
4. Spooner (2020) Canadian universities are quietly being repurposed. Spooner. University Affairs <https://www.universityaffairs.ca/opinion/in-my-opinion/canadian-universities-are-quietly-being-repurposed/>

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 five pieces of reflection, due at regular intervals throughout the term, about different aspects of their community engaged learning experience (some guidance will be provided). Reflection pieces are open to the topic of your choice except reflection #3 which should specifically address how your academic knowledge may inform your community work and how your community work may inform your academic study and/or your life. The final reflection (#5) will be written, longer and worth more and speak to your entire term experience.

Due: 1. Sept. 25nd 2. Oct. 9th 3. Oct. 30th 4. Nov. 13th 5. **Dec. 4th (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 students, you are representing both the CTLB03 course 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. Students should fill out an [Absence Self Declaration Form](#), available on ACORN, and submit it when they return.

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 and/or the AccessAbility Services Office as soon as possible. AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability.uts@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course."

COMMITMENT TO EQUITY DIVERSITY AND INCLUSION

"The University of Toronto Scarborough is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. UTSC does not condone discrimination or harassment against any persons or communities."

ACADEMIC INTEGRITY:

"The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters, 2019 (<http://www.governingcouncil.utoronto.ca/policies/behavac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment. On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes."

LAND ACKNOWLEDGEMENT

I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land."

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)
REFLECTIONS (<i>approximately bi-weekly submissions</i>) <ul style="list-style-type: none"> 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 assessment will be based in part on development (progress) of critical reflection skills and depth of reflection Final Reflection #5 will be longer as it is a reflection on your whole placement learning experience 	4x 4% (written) + 1x 9% (final) = 25%	Sept. 25 nd Oct. 9 th Oct. 30 th Nov. 13 th Dec. 4th (FINAL)
PARTICIPATION <ul style="list-style-type: none"> based, in small part, on class attendance contributing to class discussions, adding comments, supporting other students, asking questions, etc. (QUALITY, not quantity) student behaviour while in class will also be monitored (attention, courtesy, etc.) a midterm mark will be provided 	10%	ongoing
PARAGRAPH ON “ROLES AND RESPONSIBILITIES” MODULE	2%	
LEARNING GOALS ASSIGNMENT <ul style="list-style-type: none"> personally-created goals which represent individual objectives and guide student activities 	7%	Oct. 20 th
DISCUSSION FACILITATION PROJECT <ul style="list-style-type: none"> Quizzes on others' papers 	12% + 3%	Oct. 20 th & Nov. 3 rd
POSTED STATEMENTS ON ASSIGNED READINGS <ul style="list-style-type: none"> by 9:00am on the day of the class discussion on an assigned reading, students must post (through Quercus) a statement or question regarding that reading by 11:59pm on the Sunday 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 	4 x .05% + 4 x 0.5% 4%	Readings Discussed: Sept. 15 th Sept. 122 nd Oct. 6 th Nov. 10 th
KOLB'S CYCLE ASSIGNMENT	5%	Nov. 3 rd

COMPONENT	% OF GRADE	DUE DATE (2019)
<ul style="list-style-type: none"> Students will relate a learning experience to Kolb's Experiential Learning Cycle 		
ORAL PRESENTATION ON PLACEMENT EXPERIENCE <ul style="list-style-type: none"> Students will share information about their placement experiences with peers. More information on requirements, format, etc. will be provided. 	<u>12%</u>	Nov. 17 th & Nov. 24 th
PLACEMENT PARTICIPATION (PLACEMENT SUPERVISOR'S EVALUATION) <ul style="list-style-type: none"> will assess student's commitment to & development (initiative, growth of understanding, etc.) evaluation will also consider outcomes of originally defined goals placement supervisor's feedback on student's performance, dedication, etc. will be considered. 	<u>20%</u>	Dec. 1 st

***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.)**

TENTATIVE SCHEDULE

Wk.	Class	In-Class Topic	Assignment DUE	Assigned Work	Placement Activity
1.	Sept. 8 th , 2022	1. Class introductions 2. Course structure, requirements, expectations, syllabus, etc. (See do's and don'ts handout) 3. Instructor's introduction to "Community Engaged Learning"	1. Memorandum of Understanding, (MOU) email to ctlb03.utsc@utoronto.ca	1. MOU, insurance etc. forms 2. "Roles and Responsibilities Module" and submit a paragraph about what you learned 3. Reading #1 + posted comments	Arrange to meet with placement supervisor to discuss duties & expectations
2.	Sept. 15 th , 2022	1. <u>Reading #1</u> Discussion: "Service Learning: A Balanced Approach to Experiential Learning" (Furco) 2. WORKSHOP: About Reflection: Olivia Rennie, your T.A.	1. MOU 2. Posted comments on Reading #1 (Furco) 3. "Roles and Responsibilities Module" paragraph about what you learned	1. MOU, insurance etc. forms 2. Reflection #1 3. Reading #2 + posted comments	Student & placement supervisor negotiate and complete MOU & insurance (if applicable)
3.	Sept. 22 nd , 2022	1. <u>Reading #2</u> Discussion: "Reflection in Service Learning" (Bringle & Hatcher) 2. Workshop: Professionalism in the workplace (Wei Huang, AACC)	1. Reflection #1 due Sun. Sept. 25 th 2. Posted statements on Reading #2 (Bringle & Hatcher)		Students fully integrated in placement activities.
4.	Sept. 29 th , 2022	1. WORKSHOP: Communication Styles at Work (Wei Huang, AACC) 2. Constructing Learning Goals		1. Reflection #2 2. Reading #3 + posted comments	
5.	Oct. 6 th , 2022	1. <u>Reading #3</u> Discussion: "Work-integrated learning placements and remote working" 2. WORKSHOP: <i>Facilitating a Discussion</i> (FSG Coordinator, Maggie Robertson) 3. About the Discussion Facilitation Group Project	1. Reflection #2 due Sun. Oct. 9 th 2. Posted comments on Reading #3 (Bowen)	1. Learning Goals Assignment 2. Discussion Facilitation Group Project	Students fully integrated in placement activities.

Wk.	Class	In-Class Topic	Assignment DUE	Assigned Work	Placement Activity
6.	Oct. 13 th , 2022	----- Reading Week -----			
7.	Oct. 20 th , 2022	1. About 20 th Century Transferable Skills 2. Discussion Facilitation Group Project (2 groups)	1. Discussion Facilitation Group Project 2. Learning Goals Assignment	Reflection #3	Students assess mid-term progress. (Do actual activities match original expectations?)
8.	Oct. 27 th , 2022	1. Presentation Skills workshop 2. About the Final Presentation 3. Intercultural Communication Workshop (Emzhei Chen)	Reflection #3 due Sun. Oct. 30 th	Kolb's cycle Assignment	Students fully immersed in placements.
9.	Nov. 3 rd , 2022	1. Discussion Facilitation Group Projects (2 groups?) 2. Case Study	Kolb's Cycle Assignment	1. Reading #4 + posted comments 2. Reflection #4	Any final products being created?)
10.	Nov. 10 th	1. <u>Reading #4</u> Discussion: Canadian universities are quietly being repurposed	1. Posted comments on Reading #4 (Spooner) 2. Reflection #4 due Sun. Nov. 13 th	1. Placement Presentation	Students gathering presentation materials.
11.	Nov. 17 th , 2022	Placement Presentations	Placement Presentation	Placement Presentation	Students gathering presentation materials.
12.	Nov. 24 th , 2022	Placement Presentations	Placement Presentation	1. Placement Supervisor Evaluation 2. Final Reflection #5 due Sun. Dec. 4 th	Placements wrapping-up, students obtaining supervisor assessment.
13.	Dec. 1 st , 2022	1. Course Debriefing 2. Student Evaluation of Placement	1. Placement Supervisor Evaluation 2. Student Evaluation of Placement 3. Final Reflect ⁿ #5 due Sun. Dec. 4 th		Placements and student assessment complete.

