

NIPISSING UNIVERSITY
Department of Social Welfare and Social Development

SWLF 2995
Community Service Learning for Social Development
Fall/Winter 2016-2017

When: Friday, 9:30 a.m. to 12:20 p.m.

Where: Lecture Room R307

Course Director: Manuel Litalien

Office: A319

Office Hours: Wednesday, 3:30 p.m. to 5:30 p.m., Friday, 1:00 p.m. to 2:00 p.m., (or by appointment)

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Course Description and Subject Aims:

This course takes a multilevel and critical approach to community service learning. Students will apply knowledge acquired in other Social Welfare and Social Development courses to community agency settings. Students will discuss the concepts of personal responsibility, community participation, and social transformation in the context of placement and assigned course readings. This course combines lectures, online community service learning sources, seminars, practicum hours and reflective assignments to encourage integration of students' knowledge and experiences into a contextual and holistic understanding of social development.

This is a community service learning (CSL) course that requires each student to spend considerable time in a placement setting, for a ***minimum*** of **40 hours**, in a social service organization. The student is expected to reflect for a minimum of one hour per week on activities performed at his or her agency/organization. To facilitate this emphasis on service and reflection, lectures and seminars will be conducted on alternate weeks to those where students are on placement. On average, the student will spend four hours in placement during the weeks allocated to this activity. Lectures and seminars are designed to supplement students' learning in their placements. Student attendance and participation will influence and shape the course content as the course progresses, as experiences will assist in facilitating the discussion. Oral participation is essential. Please consult me if this presents a problem, and I will review this policy by the second lecture/seminar.

Students are encouraged to submit a Final Project (FP) in this course, worth **30%** of the final grade, which would take the place of other assignment routes that can be taken in this course. The Final Project involves the production of a research paper based on experiences and knowledge acquired during placement. The paper will not only be helpful to the class, but also to the agency. The purpose of the paper is to evaluate the agency's needs, then respond and coordinate an activity with the agency to accommodate these needs. The project can take the

format of a report discussing how the student's initiatives addressed the organization's needs, contributed in the advancement of the organization's agenda, or solved a substantial problem confronted by the agency. In sum, students are expected to write about how they made a difference in the community organization during placement. I understand that, in some cases, contributions may be limited for organizational structural reasons.

It is mandatory that you consult with your professor before you begin composing your Final Project in order to have it approved by your agency and your professor. The goal of such a project is to apply the knowledge gained from various courses and from the community placement partnership. Students will be able to write their Final Project after having completed a sustained social development project with their agency. Grades are mostly based on the learning that happens during your placement, so your work should reflect this reality.

Learning objectives:

Upon successful completion of this course, students will have the knowledge and skills to:

- 1) Critically examine community service experiences while exploring theoretical and philosophical approaches to service learning.
- 2) Explore notions of citizenship, civil society, democratic values and social work practices.
- 3) Better understand the community and its complexities.
- 4) Engage strategically in the community, while better understanding the power relations within it.
- 5) Investigate social change and empower oneself through community learning.
- 6) Become engaged with social development at the local level (and potentially, in some cases, at the international level).
- 7) Become aware of the role of First Nations in service learning.
- 8) Develop a sense of awareness in a role as a member of society at large.
- 9) Investigate community practices, organizations and the way they change society, to make a difference in people's lives.
- 10) Learn how to become an agent of change.
- 11) Grasp the difference between volunteer work and community service learning.
- 12) Recognize community needs to make a difference in society.
- 13) Accentuate positive capacities of communities in integrating the positive role of the citizen.
- 14) Understand community expectations as an active participant.
- 15) Establish a bridge between academia and civil society actors.

Course Policy:

This is a six-credit class, spanning two semesters (autumn/winter). The prerequisite for this course is either SWLF 1006 or SWLF 1005. Please contact me through email if you do not meet these requirements at manuell@nipissingu.ca. The *antirequisite* is the completion of SWLF 3995 "Community Service Learning for Social Development".

Course Requirements:

The class structure is flexible in that it offers you two possibilities over assignments and grading (see the rubric, *Assignments and Grading Scheme*, below). Depending on your choice, you will have to produce different numbers of assignments during the two semesters. This is not a reading-intensive class, as we alternate between one week of placement and one week of class. The class structures itself on interactions and discussion between the students and the professor. Class success is contingent upon active student contributions, relating their community service experiences. Students are expected to have read all the assigned texts prior to attending class in order to provide fruitful, resourceful, and inspiring reflections about their community service learning experiences.

Outstanding Final Projects (30%) may be submitted to the Nipissing University Undergraduate Conference as posters or panel discussions, with the help of the professor and the Social Welfare Department. Please speak to me before the end of the semester if you intend to participate in the undergraduate conference.

For the production of a Final Project, students who have been placed at the same agency may take the opportunity to collaborate on their Final Projects. In these cases, project lengths will be adjusted accordingly.

While preparing for the Final Project, all students must meet with the professor and their community organization supervisor(s) to come to an agreement.

Statement on Academic Integrity:

Nipissing University values “integrity, empathy, respect, critical analysis, creative thinking, communication, collaboration, invention, insight, innovation, stewardship and action.” The University is “committed to open, respectful discourse and a collegial, diverse, inclusive, healthy and supportive learning environment.” As an institution abiding to the principle of integrity, students must be aware of the consequences of plagiarism. The issue is explained further in the *Policy on Academic Dishonesty*, found in your *University Academic Calendar*, available on-line directly through Nipissing’s Website (www.nipissingu.ca/calendar). Tools over how to avoid plagiarism can be found on Nipissing University libraries’ website at: <http://www.eclibrary.ca/library/HDI-avoid-plagiarism>. All students must understand the meaning and consequences of cheating, plagiarism, and other academic offences.

Film Screenings:

I will show short films and documentaries during the semester to provide broader context to the readings and discussions. These will be presented during regular class time. I will be uploading documents and share websites relevant to class topics on Blackboard.

Resources:

Class's required reading has been ordered and is available at the Nipissing University's bookstore, with the exception of *The Unheard Voices: Community Organizations and Service Learning*. The later is available in three formats: 1) *library Reserves* for photocopy, 2) *e-book format* for loan, and 3) Kindle edition via Amazon. Various articles and other references will be provided throughout both semesters on BlackBoard and via PowerPoint presentations. I will also post relevant CSL websites throughout the year. CSL is a rather new field of study in Canada that is becoming widespread. The number of resources available reflects this, as less documentation exploring the Canadian context of service learning is currently available. Canada contrasts with the United States, where CSL has been developing for the past two decades. As such, we will be referring to the Canadian Alliance for Community Service Learning website frequently.

Contact During the Semester:

Your Social Welfare and Social Development librarian is Ms. Laura Sinclair. She is the liaison for our Department. You may email her at lauras@nipissingu.ca. I encourage you to consult with Ms Sinclair as you are conducting your research. She will assist you in locating relevant resources and research tools.

Your Biidaaban Service learning contacts are (Office of the Aboriginal Initiatives):

Mair Greenfield, Community Service Officer (Office F215-E): mairg@nipissingu.ca

Keith Martin, Student Placement Coordinator (Office F215-D): keithm@nipissingu.ca

Website: <http://www.nipissingu.ca/departments/service-learning/Pages/default.aspx>

Required readings (books to purchase):

1) Sheffield, Eric C. *Strong Community Service Learning*. New York: Peter Lang, 2011. (33.95\$) (at Nipissing bookstore).

2) *The Unheard Voices: Community Organizations and Service Learning*. Edited by Randy Stoecker, Elizabeth A. Tryon and Amy Hilgendorf. Philadelphia: Temple University, 2009. (24.37\$). **This book is at the *library Reserves*, and available in *e-book format* for loan. It is also available via the free Kindle application through Amazon for \$31.87.

3) *Biidaaban CSL Symposium at Nipissing* (not mandatory – papers will be provided if possible, pending its upcoming publication).

Students will be expected to photocopy and/or print journal articles relevant to the course content, particularly during the second semester. A course pack may also be available for sale, depending on the upcoming publication date for the *Biidaaban CSL Symposium at Nipissing*.

Additional Readings on CSL:

***Important book which I will be using as well.*

Bellner, Mac. *Service-Learning: Intercommunity & Interdisciplinary Explorations*: University of Indianapolis, 2005.

- **Bose, Mallika, Paula Horrigan, Cheryl Doble, and Sigmund Shipp. *Community Matters: Service-Learning in Engaged Design and Planning*. New York: Routledge, 2014.
- Bringle, Robert G, Mindy A Phillips, and Michael Hudson. *The Measure of Service Learning: Research Scales to Assess Student Experiences*. Washington: American Psychological Association, 2004.
- Butin, San W. *Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education*. 174 vols. New York: Palgrave Macmillan, 2010.
- Carniol, Ben. *Case Critical: Social Services and Social Justice in Canada*. Toronto 2010.
- Chapdelaine, Andrea, Ana Ruiz, Judith Warchal, and Carole Wells. *Service-Learning Code of Ethics*. Bolton: Anker, 2005.
- Civic Engagement in Higher Education: Concepts and Practices. Edited by Barbara Jacoby and Associates. San Francisco: Jossey-Bass, 2009
- Colburn Jr., Kenneth, and Rona Newmark. *Service-Learning Paradigms: Intercommunity, Interdisciplinary and International*. Indianapolis: University of Indianapolis, 2007.
- Crews, Robin Jeffrey, and Robin J. Crews. *Higher Education Service-Learning Sourcebook*. Westport: Oryx Press, 2001.
- Developing and Implementing Service-Learning Programs*. Edited by Mark Canada and Bruce W. Speck. Vol. 114, New Direction for Higher Education. San Francisco: Jossey-Bass, 2001.
- **Duncan, Dawn, and Joan Kopperud. *Service Learning Companion*. Boston: Houghton-Mifflin, 2008. Not mandatory. I will provide examples from this text in-class.
- Experiential Education: Making the Most of Learning Outside the Classroom: New Directions for Teaching and Learning*. Edited by Donna M. Qualters. San Francisco: Wiley, 2010.
- Janet Eyler and Dwight E. Giles, Jr. *Where's the Learning in Service Learning?* San Francisco: Jossey-Bass, 1999.
- Jacoby, Barbara. *Service-Learning Essentials: Questions, Answer, and Lessons Learned*. San Francisco: Jossey-Bass, 2015.
- Higher Education and Civic Engagement: Comparative Perspectives*. Edited by Lorraine Mcilrath, Ann Lyons and Ronaldo Munck. New York: Plgrave Macmillan, 2012.
- Lin, Phylis Lan. *Service-Learning in Higher Education: National and International Connections*. Indianapolis: University of Indianapolis, 2010.
- Naugebauer, John and Jane Evans-Brain. *Making the Most Out of Your Placement*. Los Angeles: Sage, 2009.
- Partnership for Service-Learning: Impacts on Communities and Students*. Edited by Todd Kelshaw, Freyda Lazarus, Judy Minier and Associates. San Francisco: Jossey-Bass, 2009.
- Robinson Jr., Jerry W., and Gary Paul Green. *Introduction to Community Development: Theory, Practice, and Service-Learning*. Thousand Oaks: Sage Publications, 2010.
- Service-Learning in Higher Education*. Edited by Dan W. Butin. New York: Palgrave Macmillan, 2005.
- Stelljes, Andrew D. *Service-Learning and Community Engagement: Cognitive Developmental Long-Term Social Concern*. Amherst: Cambria, 2008.
- Understanding our Community Service Learning program at Nipissing:
<http://www.nipissingu.ca/departments/service-learning/Documents/Biidaabanproposal.pdf>
- Whitehead III, George I., and Andrew P. Kitzrow. *A Glorious Revolution for Youth and Communities: Service-Learning and Model Communities*. Lanham: Rowman & Littlefield Education, 2010.

***Whose Culture Is It, Anyway? Community Engagement in Small Cities.* Edited by Garret-Petts, W.F., James Hoffman, and Ginny Ratsoy. Vancouver: New Star Books, 2014.

Placement information

The Biidaaban Community Service Learning Office (BCSL) at Nipissing will arrange community placements. Each student will have a 20-minute interview with a learning officer from the BCSL to acquaint the student with available placement opportunities. Students are also required to take a mandatory training awareness orientation session offered by the BCSL. Students are typically informed of their placement locations in early September, and are expected to contact their organizations and attend placement hours in the following week.

Placement weeks are as follows:

- *Oct. 1st-2nd* (orientation week-end),
- *Oct. 7,*
- *Oct. 21,*
- *Nov. 4,*
- *Nov. 18*
- *Dec. 2,*
- *Jan. 20,*
- *Feb. 3,*
- *Feb. 17,*
- *Mar. 10, and*
- *Mar. 24.*

It is imperative that you do not miss the cultural orientation weekend (*Oct. 1st-2nd*), as it is a mandatory requirement. It is recognized that there may be some variations in this schedule to accommodate individual circumstances. The agency/organization supervisor will be asked to sign a time sheet confirming the number of hours the student participated in the placement. Forty hours is the minimum number required; however, students are welcome and encouraged to provide more than this if they are able to, at the agency/organization's discretion. Students will be graded on a pass/fail basis for their community placements. During the Fall and Winter reading weeks, students are encouraged to present themselves at their agencies, provided prior arrangements have been made with their supervisors.

Criminal record checks (*Important*)

All students must obtain a criminal record check and must have this ready to submit to the Biidaaban CSL office before placements are assigned. There is a *two-week* processing time for this document.

Visit the North Bay Police Station, 135 Princess Street West, (phone 477-5555) and bring photo identification with your birth date on it (e.g. driver's license or health card) to obtain your record check. Students may run into difficulty with this if their permanent mailing addresses are in their hometowns. If this is the case, please inform the professor and Mair Greenfield as soon as possible.

List of past placements

In recent years, students have undertaken placements in a variety of agencies:

AIDS Committee
Amelia Rising Sexual Assault Centre
Big Brothers and Big Sisters
Canadian Anti-fraud Centre
Children's Aid Society
Community Living
Family Enrichment Program
Heart and Stroke
Let the Learning Begin
Local schools...
Low Income People Involvement of Nipissing (LIPI)
Multicultural Centre
Near North District School Board
Nipissing First Nation Administration Office
North Bay Food Bank
North Bay Indian Friendship Centre
North Bay Literacy Council
North Bay Police
Office of Aboriginal Initiatives
One Kids Place Children's Treatment Centre
PADDLE (Providing Adults with Developmental
Disabilities Lifelong Experiences)
Red Cross
True Self—Debwewendizwin Employment and Training
Union of Ontario Indians
Warming Centre
YMCA

Overall Assignments and Grading Scheme (NFP and FP)**

<i>Assignment</i>	<i>Description</i>	<i>Value</i>	<i>Due Date (s)</i>
Participation	Class attendance and participation	10% (FP and NFP)	Ongoing
Placement	Students will successfully complete a 40-hour (minimum) placement	20% (FP and NFP)	March 24
Journal & Reflective essays (References: 1 peer-reviewed article + 2 CSL required readings)	Students will reflect weekly on their service learning experiences and submit 4 reflective essays based on journal entries (5 pages each)	15% (FP) (20% NFP)	-Sept. 23 -Oct. 28 -Feb. 10 -*(Mar. 17: NFP)
Analytical Papers (AP) (References: 5 to 7 peer-reviewed articles)	Two papers integrating student activities with course themes. (8-10 pages each) - <u>One paper only if a final project is submitted</u>	15% (FP) *40% (20% each if NFP)	-Jan. 13 (15% or 20% with NFP) -* Mar. 31 (20%)
Presentation	Students will present on their agency experiences, outlining 1) micro, 2) mezzo and 3) macro-level activities toward social development while offering a critique of the same three levels.	10% (FP and NFP)	In class, Mar. 31 or Apr. 7
Final Project (12-15 pages, without references; 7-10 peer-reviewed articles)	Students will have the possibility to submit a final project at the discretion of the agency and myself. This project can replace one analytical paper (AP)	30% (FP)	April 7-14

**No Final Project (NFP); with Final Project (FP)

1) Assignments and Grading Scheme with a **“Final Project” (FP)**

<i>Assignment</i>	<i>Description</i>	<i>Value</i>	<i>Due Date (s)</i>
Participation	Class attendance and participation	10%	Ongoing
Placement	Students will successfully complete a 40-hour (minimum) placement	20%	March 24
Journal & Reflective essays (X3) (References: 1 peer-reviewed article + 2 CSL required readings)	Students will reflect weekly on their service learning experiences and submit 3 reflective essays based on journal entries (5 pages each)	15% (5% each)	-Sept. 23 -Oct. 28 -Feb. 10
Analytical Papers (AP) (X1) (References: 5 to 7 peer-reviewed articles)	One paper integrating student activities with course themes (8-10 pages, without references)	15%	-Jan. 13 (15%)
Presentation	Students will present on their agency experiences, outlining 1) micro, 2) mezzo and 3) macro-level activities toward social development while offering a critique of the same three levels	10%	In class, Mar. 31 or Apr. 7
Final Project (12-15 pages, without references; 7-10 peer-reviewed articles)	Students will have the possibility to submit a final project at the discretion of the agency and myself. This project can replace one analytical paper (AP)	30%	April 7-14
Total	10%+20%+15%+15%+10%+30%		100%

2) Assignments and Grading Scheme with **"No Final Project" (NFP)**

<i>Assignment</i>	<i>Description</i>	<i>Value</i>	<i>Due Date (s)</i>
Participation	Class attendance and participation	10%	Ongoing
Placement	Students will successfully complete a 40-hour (minimum) placement	20%	March 24
Journal & Reflective essays (X4) (References: 1 peer-reviewed article + 2 CSL required readings_	Students will reflect weekly on their service learning experiences and submit 4 reflective essays based on journal entries (5 pages each)	20% (NFP)	-Sept. 23 -Oct. 28 -Feb. 10 -Mar. 17
Analytical Papers (AP) (X2) (References: 5 to 7 peer-reviewed articles)	Two papers integrating student activities with course themes (8-10 pages each)	40% (NFP)	-Jan. 13 (20%) - Mar. 31 (20%)
Presentation	Students will present on their agency experiences, outlining 1) micro, 2) mezzo and 3) macro-level activities toward social development while offering a critique of the same three levels.	10% (NFP and FP)	In class, Mar. 31 or Apr. 7
Total	10%+20%+20%+40%+10%		100%

Notes on Participation, Placement & Journals

This class is founded upon student commitment and thus class attendance and participation are mandatory. Successful completion of the placement is a required element in order to pass this course. If you do not attend and contribute to your placement site, you cannot complete the course. It is essential that students keep a journal of their community placement experiences, as this will form the basis of all class discussions, reflective essays, papers, and the final presentation.

Notes on Papers and Final Presentations

For information on writing reflective essays, please consult the Biidaaban Service Learning Website (<http://www.nipissingu.ca/csl/resources.asp>) and/or the instructor.

Reflective essays

The *reflective essay* assignment requires students to choose one concept studied during the semester, and to expand on that topic in their written submissions. It is mandatory that the topics chosen for the essays are not yet discussed in class, to ensure that the student demonstrates independent thinking about the given topic. The essays must have a clear hypothesis, with three main arguments to support. In terms of references, all reflective essays require **one** peer-reviewed article, and **two** required readings, so a **minimum** of **three** references. Each submission will exhibit thorough engagement with the topic being discussed. Delays to submit these assignments will not be tolerated: students are required to demonstrate an independent ability to synthesize and think critically about these topics, prior to discussing them in the classroom.

The *reflective essay* assignments encourage personal input on a topic related to Community Service-Learning, or events that took place at your placement. While the essays should primarily consist of personal insight, you will still be required to substantiate your claims by incorporating reputable facts from acceptable sources such as peer-reviewed articles, books published by university press, and government reports, among other sources. Avoid online open-source references such as Wikipedia. They are simply unreliable.

Analytical paper #1 (for possible research topics, see the last page of this syllabus)

The first analytical paper (due *January 13*) will reflect on the host organization/agency. Consider: What assistance does the agency provide? Who are its clients? Why is this assistance required in the community? In Canada? At what level(s) (micro, mezzo or macro) does the agency intervene? Further instructions to complete this assignment will be distributed in class and posted on Blackboard. For your analytical paper, **five to seven** peer-reviewed references are required.

Analytical paper #2 (for possible research topics, see the last page of this syllabus)

The second (final) analytical paper (due *March 31*) will convey an initial agency analysis to include a multilevel policy analysis of issues it addresses, including recommendations on how these issues are best addressed. This paper will be discussed at length early in the second semester. For your second analytical paper, **five to seven** peer-reviewed references are required. You need to produce a second analytical paper **only** if you cannot deliver a final project.

Presentation

The presentations on *March 31* and *April 7* will be a maximum of 15 minutes in duration, with five minutes for questions at the end.

Presentation with no final project (NFP):

Each student will discuss his/her analysis of the agency discussed in Analytical Papers 1 and 2 (the student is expected to have completed the second analytical paper by *March 31*).

Presentation with final project (FP):

Students presenting their final project are expected to provide thorough analyses of their contributions to their placements. While students can work on this presentation with partners

placed at the same agency, it is necessary for individual students to demonstrate specific personal contributions to the presentation.

Final project (FP)

Community Service-Learning participants, in consultation with their supervisors, are encouraged to provide an original contribution to their placement in the form of a “Final Project (FP)”. The latter will be evaluated on 1) the level of difference it made to the agency, 2) the duration of the impact of the project, 3) how and by whom it was implemented, 4) the potentiality of the project to reach out to the North Bay community, or beyond, 5) the structure of the project, and 6) the logistics of the projects. The Final Project is due on *April 7-14*.

Final projects (FP) can be elaborated with the help of Ms. Mair Greenfield and your CSL professor. Therefore, your FP can take the form of a “collective final project” that makes a difference in your community. It need not to be limited to your designated agency, as it can also take the form of an initiative that helps your community (university, municipal, national or international level).

Participation (10%) consists of the following:

- 1) consistent, active responses to the class discussions, based on critical thought developed from the weekly readings.
- 2) routine attendance with minimal absence.
- 3) exploration of theories in application to Community Service-Learning issues.
- 4) the development of one focus question to ask during class.

Deadlines

All written assignments must be submitted on time, unless the student presents a medical note or other acceptable documentation, and arranges a revised due date with the instructor *before* the assignment is due. Failure to do so will result in a penalty of 10% per day for each day the assignment is late.

Communication and Accommodations

I encourage students to communicate any concerns or questions about placement, expectations for in-class participation, course readings and course assignments as soon as possible. The earlier you express these concerns, the earlier an appropriate solution or compromise may be found.

If you have a particular health concern or disability, please contact the Disability Services Office as soon as possible so they may assess and advise you of accommodations to assist with your learning goals. The Disability Services Staff (located in B210, 474-3450 ext. 4362) are available by appointment to assess your specific needs, provide referrals, and arrange appropriate accommodations.

If you have a logistic concern about your placement (such as location, schedule or transportation) please contact the BCSL office with the information provided on page 4 of this syllabus.

If you have a concern about your placement that goes beyond logistics, please do not hesitate to contact me. I am rarely in my office; therefore, e-mail, as opposed to a phone call or voicemail, is the best way to contact me. If the issue does not lend itself to an electronic conversation, you can leave your phone number and a brief message in your e-mail and I will call you as soon as possible to discuss the matter. I try my best to respond to e-mails within one day, or two days if your e-mail arrives after 9 PM on weekdays or on the weekend.

Course Outline

Date	Activities and Reminders	Topic, Required Reading(s)
Sept. 9 (Week 1)	Lecture/Seminar (Biidaaban CSL office (F215-H): for orientation and interview time slots, email Mair. Ms. Mair Greenfield: mairg@nipissingu.ca	Course introduction and welcome, review syllabus, discuss expectations. <u>Go to police station this week for criminal record check.</u>
Sept. 16 (Week 2)	Lecture/Seminar <i>Topic:</i> Introduction to CSL I.	Eric C. Sheffield. <i>Strong Community Service Learning</i> . “Chapter 1, My CSL Story.” pp. 1-5. “Chapter 2, Making the Case for Philosophy.” pp. 7-17. “Chapter 3, A Brief History of an Educational Idea.” pp. 19-39.
Sept. 23 (Week 3)	Lecture/Seminar <u>First reflective essay due.</u> <i>Topic:</i> Community motivations for service learning	Eric C. Sheffield. <i>Strong Community Service Learning</i> . “Chapter 6, Service: Self and Stranger.” pp. 71-90. Stoecker and Tryon. “Ch.2.” pp. 19-37 and “Ch. 3.” pp. 38-56. Duncan, Dawn, and Joan Kopperud. <i>Service Learning Companion</i> . “Unit I: What is Service-Learning. Chapter II: Practicing Service-Learning.” pp. 21-35.

Sept. 30 (Week 4)	Seminar <i>Topic:</i> Expectations and realities at micro, mezzo and macro levels of service.	Eric C. Sheffield. <i>Strong Community Service Learning</i> . "Chapter 7, Epistemology." pp. 91-106. Stoecker & Tryon. "The Challenges of Short-Term Service Learning (Ch. 4)." pp. 57-72. Duncan, Dawn, and Joan Kopperud. <i>Service Learning Companion</i> . "Unit III: How Does Service-Learning Work. Chapter V: Participating in an Integrated Experience." pp. 91-104.
Oct. 1 st Oct. 2 nd (Saturday, Sunday)	Saturday Sunday <u>Cultural awareness orientation. Counts toward obtaining your 40 hours placement requirements.</u>	Cultural awareness orientation this week-end with BCSL. Meeting at Nipissing front entrance. Students will also have signed up with Mair Greenfield. Orientation is mandatory , if you cannot attend, please advise Mair Greenfield for another possible session.
Oct. 7 (Week 5)	Placement #1	Students contact their placement location and arrange for their first four placement hours this week.
*Oct. 10-14 (Week 6)	*(Reading Week) **Placement <i>not</i> required, but <i>highly</i> recommended**	
Oct. 21 (Week 7)	Placement #2	4 hours at placement. <u>Second reflective essay due next week</u>
Oct. 28 (Week 8)	Seminar <u>Second reflective essay due.</u> <i>Topic:</i> Supervision and power relations.	Stoecker & Tryon. "Managing Service Learners: Training, Supervising and Evaluating (Ch. 5)." pp. 73-95. Cheryl Doble. <i>Community Matters: Service-Learning in Engaged Design and Planning</i> . "Chapter 2: Partnering, because Community Matters." pp.31-44 Osman, Ruksana and Gillian Attwood. 2007. "Power and Participation in and through Service Learning." <i>Education as Change</i> 11 (3): 15-21. doi:10.1080/16823200709487175.

Nov. 4 (Week 9)	Placement #3	4 hours at placement.
Nov. 11 (Week 10)	Seminar <i>Topic: Communication.</i>	Stoecker & Tryon. "The Heart of Partnership: Communication and Relationships (Ch. 6)." pp. 96-115. Duncan, Dawn, and Joan Kopperud. <i>Service Learning Companion</i> . "Unit III: How Does Service-Learning Work. Chapter VI: The CARC Learning Cycle: Contemplation, Action, Reflection, and Commitment." pp. 105-125. Kofi Boone. <i>Community Matters: Service-Learning in Engaged Design and Planning</i> . "Chapter 5: Recalling and Remembering Community – Cellphone Diaries." pp.83-100
Nov. 18 (Week 11)	Placement #4	4 hours at placement.
Nov. 25 (Week 12)	<i>Topic: Successful CSL.</i> Last class for the fall term. Students will reflect on their placements and their papers.	Stoecker & Tryon. "Principles for Success in Service Learning-the Three Cs (Ch. 9)." pp. 147-161. Jeffrey Hou. <i>Community Matters: Service-Learning in Engaged Design and Planning</i> . "Chapter 17: Life Before/During/Between/After the Service-Learning Design Studios." pp.315-333
Dec. 2 (Week 13)	Placement #5 Last CSL placement for the Fall	4 hours at placement. <u>Your first analytical paper is due on Jan. 13</u>
<i>**No placement is required during the holidays, but highly recommended if possible</i>		

****WINTER SEMESTER ****

Jan. 13 (Week 1)	<p>Seminar</p> <p><u>Analytical paper #1 due.</u></p> <p><i>Topic: Race, gender, class, ability and oppressive structures.</i></p>	<p>Stoecker & Tryon. <i>Service Learning in Context: The Challenge of Diversity</i> (Ch. 7). pp. 116-135.</p> <p>Duncan, Dawn, and Joan Kopperud. <i>Service Learning Companion</i>. “Unit I: Why do Service-Learning. Chapter III: Becoming Good Citizens” pp. 39-67.</p>
Jan. 20 (Week 2)	<p>Placement #6</p>	<p>4 hours at placement.</p>
Jan. 27 (Week 3)	<p>Seminar</p> <p><i>Topic: Critical reflection.</i></p>	<p>Eric C. Sheffield. <i>Strong Community Service Learning</i>. “Chapter 8, Reflection: Binding Together Community, Service, and Learning.” pp. 107-124.</p> <p>Barbara Jacoby. <i>Service-Learning Essentials: Questions, Answer, and Lessons Learned</i>. “Chapter 2: Understanding and Facilitating Critical Reflection.” pp.26-50</p>
Feb. 3 (Week 4)	<p>Placement week #7</p>	<p>4 hours at placement. <u>Third reflective essay due next week</u></p>
Feb. 10 (Week 5)	<p>Seminar</p> <p><u>Third reflective essay due.</u></p> <p><i>Topic: Critical theory.</i></p>	<p>Eric C. Sheffield. <i>Strong Community Service Learning</i>. “Chapter 9, Democratic Education: Weak Community Service Learning.” pp. 125-136.</p> <p>Eric C. Sheffield. “Chapter 10, Toward Strong Community Service Learning.” pp. 137-148.</p> <p>Janet Eyler and Dwight E. Giles, Jr. <i>Where’s the Learning in Service Learning?</i> “Chapter 5: Critical Thinking.” pp. 99-128</p>
Feb. 17 (Week 6)	<p>Placement week #8</p>	<p>4 hours at placement.</p>

*Feb. 20-24 (Week 7)		*(Reading Week) **Placement <u>not</u> required, but <u>highly</u> recommended**
Mar. 3 (Week 8)	Seminar <i>Topic: Critical practice.</i>	Eric C. Sheffield. <i>Strong Community Service Learning</i> , “Chapter 11, A Critique of Practice.” pp. 149-155. Duncan, Dawn, and Joan Kopperud. <i>Service Learning Companion</i> . “Unit II: Why Do Service-Learning? Chapter II: Preparing for Your Future.” pp. 68-87. Selected Papers: <i>Biidaaban CSL Symposium</i> .
Mar. 10 (Week 9)	Placement #9	4 hours at placement. <u>Fourth reflective essay due next week (if you do not have a Final Project)</u>
Mar. 17 (Week 10)	Seminar <u>Fourth reflective essay due.</u>	Selected Papers: <i>Biidaaban CSL Symposium</i> . Selected Chapters: <i>Whose Culture Is It Anyway? Community Engagement in Small Cities</i>
Mar. 24 (Week 11)	Placement week #10	4 hours at placement. <u>Second analytical essay due next week if you do not have a Final Project</u>
Mar. 31 (Week 12)	Seminar <u>Analytical paper #2 due.</u> <u>Student presentations.</u> <u>Timesheets submitted.</u>	Selected Papers: <i>Biidaaban CSL Symposium</i> . Selected Chapters: <i>Whose Culture Is It Anyway? Community Engagement in Small Cities</i> <u>Student presentations.</u>
Apr. 7 (Week 13)	Seminar <u>Student presentations.</u> <u>Final Project due: in class or at my office (April 7-14).</u>	CSL wrap-up, last class. <u>Student presentations.</u>

Placement Weeks

Oct. 1st Oct. 2nd (Saturday, Sunday)	Saturday Sunday Cultural awareness orientation. Counts toward obtaining your 40 hours placement requirements.	Cultural awareness orientation this week-end with BCSL. Meeting at Nipissing front entrance. Students will also have signed up with Mair Greenfield. Orientation is mandatory, if you cannot attend, please advise Mair Greenfield for another possible session.
Oct. 7 (Week 5)	Placement #1	4 hours at placement.
Oct. 21 (Week 7)	Placement #2	4 hours at placement.
Nov. 4 (Week 9)	Placement #3	4 hours at placement.
Nov. 18 (Week 11)	Placement #4	4 hours at placement.
Dec. 2 (Week 13)	Placement #5	4 hours at placement.
Jan. 20 (Week 2)	Placement #6	4 hours at placement.
Feb. 3 (Week 4)	Placement #7	4 hours at placement.
Feb. 17 (Week 6)	Placement #8	4 hours at placement.
Mar. 10 (Week 9)	Placement #9	4 hours at placement.
Mar. 24 (Week 11)	Placement #10	4 hours at placement.

**Total placement ten, at four hours each: 40 hours

Some Centers and Websites on Community Service-Learning (Canada):

Nipissing University Service Learning	http://www.nipissingu.ca/departments/service-learning/Pages/default.aspx
Canadian Alliance for Community Service Learning	http://communityservicelearning.ca/
Canadian Alliance for Community Service Learning - Ontario	http://www.communityservicelearning.ca/en/ontarioregion.htm
University of Ottawa	http://www.servingothers.uottawa.ca/csl.html
University of Alberta	http://www.csl.ualberta.ca/
Wilfrid Laurier University	http://www.wlu.ca/homepage.php?grp_id=1934&e=0
University of Toronto	http://www.ccp.utoronto.ca/faculty/academic-service-learning.htm
Trent Community Research Centre	http://www.trentcentre.ca
Service-learning: Macserve (McMaster University)	http://studentsuccess.mcmaster.ca/students/service-learning.html
University of British Columbia	http://www.students.ubc.ca/communitylearning/index.cfm
Université du Québec à Trois-Rivières	https://oraprdnt.uqtr.quebec.ca/pls/public/gscw030?owa_no_site=1280

Some Organizations Conforming to Service-Learning Values in Canada

Katimavik	http://www.katimavik.org/
L'Arche	http://www.larche.ca/
Canadian Hunger Foundation (CHF)	http://www.chf.ca/take-action
Romero House	http://www.romerohouse.org/
AFS Interculture Canada	http://en.afscanada.org
Youth Challenge International (Canada)	http://yci.org
WWOOF	http://www.woof.ca
UNITERRA	http://www.uniterra.ca/en/
Me to We	http://www.metowe.com
Oxfam Canada	http://www.oxfam.ca/get-involved
Global Vision	http://www.globalvision.ca

Other Centers and Websites on Community Service-Learning (United States)

International Association For Research On Service-Learning And Community Engagement (IARSLCE)	http://www.researchslce.org/
Community-Campus Partnerships For Health (CCPH)	https://ccph.memberclicks.net
Campus Compact	http://compact.org

Adhering to Community Service-Learning Values (International)

Gate (Global Awareness through experience)	http://www.gate-travel.org/
Canada World Youth	www.canadaworldyouth.org
Child Haven International	http://www.childhaven.ca
Habitat for Humanity	http://www.habitat.ca/

Tools for Volunteer and Volunteer Opportunities

Ontario Federation of Teaching Parents (OFTP)	http://ontariohomeschool.org/gosl/
My World Abroad	http://myworldabroad.com/whatdoyouwant/volunteer-abroad
Volunteer Canada	http://volunteer.ca
Canadian Alliance for Development Initiatives and Projects	http://www.cadip.org
International Youth Internship Program (IYIP)	http://www.international.gc.ca/development-developpement/partners-partenaires/iyip-psij/index.aspx?lang=eng
Foreign Affairs, Trade and Development Canada	http://www.international.gc.ca/development-developpement/youth-jeunes/ivo_seventeen-psb_dixsept.aspx?lang=eng
Charity Village	http://charityvillage.com
Work in Non-Profits	http://www.workinnonprofits.ca
World Volunteer Web	http://www.worldvolunteerweb.org

Additional Resources on CSL:

There is a wide array of publications and scholarly journals on Community Service-Learning to assist students in their research:

<ul style="list-style-type: none">-<i>Academic Exchange Quarterly</i>-<i>Academy of Management Learning & Education</i>-<i>Advances in Services-Learning Research (monographs)</i>-<i>Asia-Pacific Journal of Cooperative Education (APJCE)</i>-<i>Community Development Journal</i>-<i>Community Education Journal</i>-<i>Community Works Journal</i>-<i>Education and Urban Society</i>-<i>Education, Citizenship and Social Justice</i>-<i>eJournal of Public Affairs</i>-<i>Gateways: International Journal of Community Research and Engagement</i>-<i>Higher Education (The International Journal of Higher Education Research)</i>-<i>Innovative Higher Education</i>-<i>International Journal of Educational Research and Development</i>-<i>International Journal for Service Learning in Engineering</i>-<i>Journal for Civic Commitment</i>-<i>Journal for Civic-Engagement</i>-<i>Journal of College and Character</i>-<i>Journal of College Teaching</i>-<i>Journal of Community Engagement and Scholarship</i>-<i>Journal of Cooperative Education and Internship</i>-<i>Journal of Experiential Education</i>-<i>Journal of Experiential Learning</i>-<i>Journal of Higher Education Outreach and Engagement</i>-<i>Journal of Public Affairs</i>-<i>Journal of Public Scholarship in Higher Education</i>-<i>Journal of Research and Development in Education</i>	<ul style="list-style-type: none">-<i>Journal of Service Learning in Conservation Biology</i>-<i>Journal of Service-Learning in Higher Education</i>-<i>Journal of Social Issues</i>-<i>Liberal Education</i>-<i>Mentoring & Tutoring: Partnership in learning</i>-<i>Michigan Journal of Community Service Learning</i>-<i>National Civic Review</i>-<i>National Society of Experiential Education Quarterly</i>-<i>NSEE Quarterly (National Society for Experiential Education (NSEE))</i>-<i>Partnerships: A Journal of Service-Learning and Civic Engagement</i>-<i>Planning for Higher Education</i>-<i>PRISM: A Journal of Regional Engagement</i>-<i>Purdue Journal of Service Learning (PJSL)</i>-<i>Reflections Journal</i>-<i>Service-Learning and Advocacy</i>-<i>Service-Learning Journal</i>-<i>The International Journal of Education for Social Justice (RIEJS)</i>-<i>The International Journal of Research on Service-Learning and Community Engagement</i>-<i>The International Journal of Research on Service-Learning in Teacher Education</i>-<i>The Journal of Community Engagement and Higher Education</i>-<i>The Journal of Contemporary Community Education Practice Theory</i>-<i>The Journal of Higher Education</i>-<i>Undergraduate Journal of Service-Learning and Community-based Research</i>-<i>The Review of Higher Education</i>-<i>Urban Education</i>
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****Possible Research Topics for your Analytical Paper(s)**

1. CSL, Social Capital and Citizenship
2. CSL Principles, Models, and Ethics
3. Making Sense of the Non-Profit Sector
4. Making the Most out of your Placement and your Network
5. First Nations and CSL
6. Poverty in Canada
7. Social Work and CSL
8. Psychology and CSL
9. Social Justice and CSL
10. The Environment and CSL
11. Social Activism and CSL
12. Gender and CSL
13. On-line Service-Learning (E-Service-Learning), Community and Social Media
14. Global/Local Service-Learning
15. Rural versus Urban CSL
16. Legacies of CSL (Canada and the United States)
17. CSL, Music and Arts