CTLB03H INTRODUCTION TO SERVICE LEARNING
offered through Service Learning and Outreach, Centre for Teaching and Learning

Fall 2015 COURSE SYLLABUS

COURSE SCHEDULE: In-class Element: Tuesdays, 11am-1pm in AA205
Placement Element: To be arranged with placement supervisor.

INSTRUCTOR: Dr. K. Persaud (Senior Lecturer)
kpersaud@utsc.utoronto.ca
Office: AC320C (*PLEASE DO NOT JUST DROP BY—PLEASE USE OFFICE HOURS OR MAKE AN APPOINTMENT*)
Office Hours: Tuesdays, 2:00pm – 3:00pm

T.A.: Darlee Gerrard
darlee.gerrard@mail.utoronto.ca
Office Hours: by appointment

SLO WEBSITE: http://ctl.utsc.utoronto.ca/sl/

**Please Note: The course BLACKBOARD SITE will be used as a primary source of information and communication for Service Learning students.**

OVERVIEW:

CTLB03H, “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 discipline-related practice, connect with different discipline-interested parties in their communities, and enhance their understanding of academic subject matter.

There are 2 components to CTLB03H. For the placement element of the course, students work collaboratively with discipline-interested parties on mutually agreed-upon activities, at mutually agreed-upon times (approximately 6-8 hrs/wk). The communities which students serve may be on campus (“in-reach”) or off-campus (“outreach”). 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.)

The overarching pedagogical approach of CTLB03H is that of “service learning”. Service learning involves taking academic concepts and approaches taught inside the classroom and applying them in a meaningful context outside the classroom, all while continuously reflecting 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.
LEARNING GOALS:

Because service learning is focused on the “learning” there are certain overarching learning goals that are central to success. These include,

- increasing **motivation** for and **understanding** of discipline by grounding academic knowledge in meaningful, **relevant context**
- connecting with the unique perspectives and ideas of other (peer, academic, research or external) communities
- developing competence in and **appreciation** for critical thinking, reflection, teamwork, communication, creativity and initiative

In addition, students will define **personal** learning goals once the details of their placement partnerships have been established.

READINGS AND INFORMATION:

There is no textbook assigned for this course. However, there are required readings, instructions and information tools that will be posted on the course **Blackboard** page. Announcements will also be made through Blackboard which **students are responsible for checking regularly**.

REFLECTIVE WRITING ASSIGNMENTS:

Unique and essential to the service learning approach is the **ongoing** process of active reflection. Students will produce five pieces of reflective writing, due at regular intervals throughout the term, about some aspect of their service learning experience (suggested topics will be provided). Each piece **MUST**:

- be submitted by **11:59 pm** on **Sundays** indicated in the course schedule: 
  - Sept. 20th,  
  - Sept. 27th,  
  - Oct. 11th,  
  - Oct. 25th,  
  - Nov. 8th
- be submitted using the “Journals” tool in Blackboard
- be within the **750-word limit**
- 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.

ATTENDANCE & ASSIGNMENT DEADLINES:

**CTLB03H** Introduction to Service Learning differs from many other UTSC courses in that **students are responsible for attending all in-class sessions**. Class attendance will be monitored and contributes to student participation mark. Many classes will involve guest speakers and discussions and therefore cannot be compensated for (or the “notes” obtained afterward). If a student finds that they have a legitimate reason for having to miss a class, they should contact the instructor either in anticipation of the absence (if known) or as soon as possible following the absence. Students may be asked for documentation.

It is also **absolutely essential that students fulfill placement attendance requirements**. As UTSC Service Learning students, you are representing both the program and the university while working on your placements. Students should keep in mind that placement partners rely on your commitment in THEIR OWN efforts to serve others. Placement supervisors will be asked regularly about student commitment and reliability.
If a student is unable to submit an assignment on time or fulfill their placement responsibilities due to illness or some other legitimate reason, the student must provide a valid, documented (e.g. UTSC medical certificate) reason to the course instructor, Dr. Persaud, as soon as they return. 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).

**ON 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) 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 without the permission of the instructor, making up sources or facts or 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 or misrepresenting your identity.

**IN ACADEMIC WORK:** Falsifying institutional documents or grades or 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 your instructor or from other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html).

**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 immediately cease all placement activity 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 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. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.
# MARK BREAKDOWN:

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>% OF GRADE</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td><strong>REFLECTIVE JOURNAL WRITING (bi-weekly submissions)</strong></td>
<td>15%</td>
<td>SUNDAYS:</td>
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<tr>
<td>• 5 reflective writing pieces in response to service learning experience (2% each)</td>
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<td>1. Sept. 20th</td>
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<td>• assessment will be based in part on development (progress) of critical reflection skills and depth of reflection (2%)</td>
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<td>2. Sept. 27th</td>
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<td>• assessment only lightly based on formal writing skills (grammar, structure, etc.). However, students must be able to effectively communicate their ideas.</td>
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<td>3. Oct. 11th</td>
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<td>• each structured entry approx. 500-750 words on a framed topic, submitted using the Blackboard “Journals” tool by 11:59pm on the Sundays indicated.</td>
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<td>4. Oct. 25th</td>
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<td>5. Nov. 8th</td>
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<td><strong>PARTICIPATION</strong></td>
<td>12.5%</td>
<td>ongoing</td>
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<td>• based, in small part, on class attendance (attendance will be taken)</td>
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<td>• class discussions, asking speakers questions, etc. (QUALITY, not quantity)</td>
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<td>• student behaviour while in class will also be monitored (attention, courtesy, etc.)</td>
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<td><strong>LEARNING GOALS ASSIGNMENT</strong></td>
<td>6%</td>
<td>Oct. 6th</td>
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<td>• personally-created goals which represent individual objectives and guide student activities</td>
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<td>(on paper, in class)</td>
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<td><strong>POSTED QUESTIONS/STATEMENTS REGARDING ASSIGNED READINGS</strong></td>
<td>4.5% (3x1.5%)</td>
<td>Readings:</td>
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<td>• before a class discussion on an assigned reading, students must post (on Blackboard) a statement or question regarding that reading</td>
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<td>1. Sept. 15th</td>
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<td>• after the class discussion on an assigned reading, students must answer or address one of the pre-discussion student posts</td>
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<td>2. Sept. 29th</td>
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<td>3. Nov. 3rd</td>
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<td><strong>ORAL PRESENTATION ON PLACEMENT EXPERIENCE</strong></td>
<td>12%</td>
<td>Nov. 17th &amp; Nov. 24th</td>
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<td>• 8-12 min. presentations for students to share placement experiences with their peers</td>
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<td><strong>PLACEMENT SUPERVISOR EVALUATION (performance, dedication, etc.)</strong></td>
<td>20%</td>
<td>Dec. 1st</td>
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<td>• placement supervisor will assess student’s commitment to &amp; development in both service &amp; learning (initiative, growth of understanding, etc.)</td>
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<td>• evaluation will also consider outcomes of originally defined goals</td>
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<td>• course instructor may also contribute up to 2% of placement grade</td>
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<td><strong>FINAL E-PORTFOLIO</strong></td>
<td>30%</td>
<td>Dec. 1st (11:59pm)</td>
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<td>• both a product and a process</td>
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<td>• a collection of artifacts (gathered and created throughout the term) which reflect a student’s learning and development throughout their unique experience</td>
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**CTLB03H FALL 2015 INTRODUCTION TO SERVICE LEARNING**

**TENTATIVE COURSE SCHEDULE**

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<tr>
<th>Wk.</th>
<th>Date</th>
<th>In-Class Topic</th>
<th>Assignment DUE</th>
<th>Assigned Work</th>
<th>Placement Activity</th>
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</table>
| 1.  | Sept. 8th, 2015 | 1. Class icebreaker activity  
2. Program mission, course structure, requirements, expectations, syllabus, etc.  
3. “Definition of Service” exercise  
4. One minute exercise | Placement Applications (at the latest!) | 1. Student Placement Contract & student/placement insurance forms (*if applicable)  
2. Reading #1 + posted question/statement | Contact & arrange to meet with placement supervisor to discuss duties & expectations |
| 2.  | Sept. 15th, 2015 | 1. Pre-service survey (maybe)  
2. Introduction to “Service Learning” theory  
3. Quadrant exercise: Integrating “Service” and “Learning”  
4. Reading #1 discussion | 1. Student Placement Contract & insurance forms (*if applicable) (due in class)  
2. Posted statements on Reading #1 | 1. Placement Contract & insurance forms (*if applicable)  
2. Reflection #1 | Student & placement supervisor negotiate and complete contract |
2. Constructing Learning Goals  
3. Small-group discussions on student placements (time permitting) | 1. Student Placement Contract and insurance forms (*if applicable)  
2. Reflection #1 due Sun. Sept. 20th | 1. Reading #2 on “reflection” + posted question/statement  
2. Reflection #2  
3. Learning Goals | • Any necessary training  
• Placements commence |
| 4.  | Sept. 29th, 2015 | 1. WORKSHOP: Professional Etiquette (Shayna Golding, Career Centre)  
2. Reading #2 (on “reflection”) discussion | 1. Postings on Reading #2  
2. Reflection #2 due Sun. Sept. 27th | | Students fully integrated in placement activities |
| 5.  | Oct. 6th, 2015 | 1. Introduction to “The ePortfolio” *(theory)*  
2. Creating the ePortfolio *(hands-on workshop)* *held in computer lab: BV466* | Learning Goals *(due in class, on paper)* | 1. Reflection #3  
2. Proposal for 3 unique ePortfolio inclusions | Students assess midterm progress |
### CTLB03H Fall 2015 Introduction to Service Learning

**Tentative Course Schedule (continued)**

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| 7   | Oct. 20th, 2015 | 1. TA’s midterm report on reflections  
                                  2. About the Oral Presentations – requirements  
                                  3. Presentation Skills Workshop (Adon Irani, Centre for Teaching and Learning) | Proposal for 3 unique ePortfolio inclusions *(due in class, on paper)* | Reflection #4  
                                  | Students gathering info. & materials for ePortfolio |
| 8   | Oct. 27th, 2015 | 1. **WORKSHOP**: Working with & Supporting Peers *(Janice Patterson, CTL)*  
                                  2. Case Study  
                                  3. Small-group discussions on student placements *(time permitting)* | Reflection #4 due Sun. Oct. 25th | Reading #3 + posted question/statement  
                                  | Students gathering information/ materials for presentation & ePortfolio |
| 9   | Nov. 3rd, 2015 | 1. The Learning Style Inventory  
                                  2. Class discussion on Reading #3 | Posted statements on Reading #3 | 1. Reflection #5  
                                  2. ePortfolio outline | Students arranging e-portfolio & presentation materials |
| 10  | Nov. 10th, 2015 | ePortfolio help session *(class held in computer lab: BV466)*  
                                  | 1. ePortfolio outline  
                                  2. Reflection #5 due Sun. Nov. 8th | Placement Presentation  
                                  | Students arranging e-portfolio & presentation materials |
| 11  | Nov. 17th, 2015 | Placement Presentations | Placement Presentation | Placement Presentation  
                                  | Placements wrapping up |
| 12  | Nov. 24th, 2015 | Placement Presentations | Presentation | 1. Placement Supervisor Evaluation  
                                  2. ePortfolio | Placements and student assessment complete |
                                  2. ePortfolio |  
                                  |  
                                  |  
                                  |