HIST 214 Pacific Northwest History Seattle Central / Fall 2011 / Lai

**Service-Learning:** an option for 25% of the final gradepoint

Considerations:

❑ Time/Scheduling: 20 hours on site

❑ Writing time for proposal, journal entries and reflection essays, compiling final portfolio; completion of Student Manual forms (Service-Learning Agreement, Registration Form, Timesheet, Student Volunteer Evaluation of Placement, Agency Evaluation of Students); oral presentation on your experience.

Skills:

❑ Exercise your choice and initiative in choosing and setting up your service learning

❑ Developing reflective writing skills, especially to connect "practice" and academic content

❑ Collaboration with staff/volunteers/constituency on site

❑ Time management: meeting individual deadlines, gathering required signatures/paperwork

Writing Requirements:

Week 2 - as soon as you confirm your service learning placement, write a 2-3 page (double-spaced, word processed) proposal including the following information:

❑ site location and contact information

❑ description of the organization/program and why you chose it

❑ tentative schedule (adds up to 20 hours by week 10 11/28-12/2) and responsibilities/tasks

❑ questions/goals that you hope to explore during service-learning (at least 5)

❑ connections that you hope to make with the themes/content of HIST 214

❑ Fill out, have signed and turn in Service-Learning Agreement and Registration forms

Halfway point (10 hours of service learning)Week 6 10/31-11/4: Turn in first set of journal entries and first reflection essay. The journal entries should approximate the hours accomplished and convey a developed picture of what you have been doing. In the reflection essay you may refer to your questions/goals/connections (your proposal) and readings to consider how service-learning relates to your growing understanding of Pacific Northwest history. Plan to have a peer evaluation of your service-learning portfolio during week 9 11/21-23.

Completion (remaining 10 hours of service learning) Week 10 11/28-12/2: Complete second set of journal entries and second reflection essay. You may want to reread your first set of writings to consider your own thinking. Have your goals changed? How has service-learning affected your understanding of PNW history? Be sure to have your Timesheet signed; fill out your evaluation of the placement and ask your supervisor to send in or FAX their evaluation of your work. FAX: (206) 934-4390 ATTN: Tracy Lai, Humanities/Social Sciences Division, 2BE 4128.

Evaluation:

Proposal: 10 points

Journal Entries: 15 points each set (entries for each session, detailed descriptions)

Reflection Essays: 15 points each essay (2-3 pages double spaced, word processed)

Student Manual Forms, completed, signed: 10 points

Portfolio [presents entire body of service-learning writings with a title page (5 points), an introduction and table of contents with numbered pages (5 points), as well as relevant supporting information (5 points)]: 15 points

Oral Presentation (scheduled weeks 11-12): 5 points

100 points total

Service-Learning

Reflection Tools

The following definitions and questions may be helpful in clarifying how you might approach service-learning in the context of a Pacific Northwest history course. Use the questions as a starting point and reframe the questions to fit your needs and the situation. Besides contributing to your initial proposal, the questions may help to focus your reflection essays at the midpoint and end of your service-learning.

**Service-Learning*:*** *experiential community-based learning, usually on-site engagement, in the context of an academic course.*

* What is the purpose of the organization where I plan to do service-learning?
* How does this organization relate to the themes and content of my course?
* How do my role and responsibilities as a service-learning student relate to my course?
* What knowledge and skills do I believe that I bring to this service-learning experience?
* What knowledge and skills will I gain through this service-learning experience?
* How do I approach my service-learning academically, not just on the basis of “volunteerism”?

**Discipline-based Learning:** *academic coursework consisting of content (i.e. knowledge, concepts, theories) and skills reflecting expectations of discipline mastery.*

* What are themes, concepts and relationships in my course that I can explore in my service-learning?
* What assumptions or theories guide or frame the course information?
* How do these assumptions or theories shape my attitude and perspective as I engage in service-learning?
* Does service-learning change the way I view or experience Pacific Northwest history? How?

**Self-Learning*:*** *Locating oneself in relationship to the subject and context in terms of skills, knowledge, values and assumptions.*

* What skills am I developing in my service-learning?
* What knowledge have I gained in my service-learning (e.g. knowledge about the organization, its issues and service, the clientele, the staff, my values)?
* In my service-learning, what are my biggest personal challenges?
* Have my values and perspectives changed in the course of my service-learning? How? Why?
* Does service-learning change how I view my responsibilities as a citizen or community member?
* How does service-learning relate to my sense of civic engagement or civic consciousness?