

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department:	Department of General Education
Programme:	International Service Learning Programme
FHEQ Level:	5
Course Title:	Service Learning and Active Citizenship
Course Code:	ISL 5000
Course Leader:	Professor John Annette
Student Engagement Hours:	120
Lectures:	6
Seminar / Tutorials:	14
Independent / Guided Learning:	100
Semester:	Fall/Spring/Summer
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits

Course Description: The Service Learning and Active Citizenship course is a student community placement that aims to provide students from all disciplines and majors with the intellectual, professional, and personal skills that will enable them to function well in a culturally diverse community in London. In addition to the weeks of field work (typically 9-12 depending on the organisation), the student will also produce a written journal of their experience which provides critical reflection (learning log), a 'community action' portfolio (analytical essay), and a final oral presentation. These assessments have been designed to help the student reflect on the skills they are learning and the benefits gained from the service learning experience, and also to help them determine if their current career goals are the correct fit for them. During the service learning course, the staff of the Internship Office and a faculty supervisor work closely with each student to ensure that the community placement is a successful one.

Prerequisites: 75 completed credit hours upon application to the London Internship
GPA of 2.75 for all other majors

Aims and Objectives: Service Learning placements aim to provide students with experience in the community of their study, so that they develop as a global active citizen. The course will enable students to understand their own strengths and weaknesses in the community, work with people from other cultures, and to give them confidence that they can make the step from classroom to community comfortably. The course aims to ensure that students are given genuine responsibility in the community, and to measure how they respond to this. As a result, the overall aim of the service learning course is to equip the student with the correct skills in order to be better prepared for developing as a global active citizen and also for successfully gaining employment following graduation.

Programme Outcomes:

A 1,2,3,4,5,6, B 1,2,3,4,5,6, C 1,2.

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at:
<http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrate a sensitive and critical engagement with the experience of working with a London community organisation
- Demonstrate a detailed understanding of the context of the London community organisation
- Demonstrate responsibility for using reflection and feedback to analyse one's own capabilities

Indicative Content:

This will differ from student to student. At the start of the Service learning programme the student fills out a learning contract with their community placement supervisor in order to establish what they aim to achieve from the service learning experience, and the skills that they would like to work on developing in the coming

weeks. The student is then assigned relevant projects by their community placement supervisor to work on throughout the semester.

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

This is an experiential learning programme, so instead of being taught in a classroom setting, students learn and develop new skills whilst at work and under the supervision of their community organisation supervisor. The faculty supervisor acts as mentor and guide during the internship, so rather than teaching from the front, they serve as resource for the student to call upon if they are experiencing any issues in the community, or require any other assistance or advice. The faculty supervisor will provide feedback on the learning logs on a weekly basis, a minimum of one 1-1 tutorial and one on-site observation. A report from the community placement supervisor will provide formative assessment. Deadlines are set for journal submissions as well as other forms of assessment.

Weeks 1-2: Four 1.5 hour classes (Evening)

Weeks 3-13/14: Service Learning in the Community (The equivalent to one day per week)

Week 14/15: Oral Presentations

Bibliography:

See syllabus for complete reading list

IndicativeText(s):

Skills for Success: Personal Development and Employability - **Dr Stella Cottrell (19 May 2010)**

Looking In, Reaching Out- an Introduction to Service Learning, (Campus Compact), Editors: Barbara Jacoby and Pamela Mutascio.

THE CHALLENGE OF DEVELOPING CIVIC ENGAGEMENT
IN HIGHER EDUCATION IN ENGLAND , John Annette, *British Journal of Educational Studies, Vol. 58, No. 4, December 2010, pp. 451–463*

Journals – eg. *Michigan Journal of Community Service Learning*

Web Sites :eg. *www.Compact.org*

