

## Appendix D



Center for Community  
Service and Learning



### Sample Syllabi<sup>11</sup>

The following sample syllabi may be useful when creating a syllabus for a service-learning course. Please refer to the Academic Service-Learning Handbook on p. 21 or the CCSL for assistance with creating a syllabus. Other sample syllabi can be found on the Campus Compact website at <http://www.compact.org/syllabi/>

#### Sample 1: Biology Course

##### **BIOLOGICAL ENGINEERING 400**

##### **Instructor:**

Dr. Joan H. Smith

##### **Course Description:**

This course is a service-learning course and a biology intensive course. The impact of biological systems on engineering, including problem-solving and engineering design will be explored. Laboratory demonstration in relation to engineering analysis will occur throughout the semester. The study of engineering units, report writing, and oral presentation will be emphasized.

##### **Academic Learning Objectives:**

1. Define and discuss biological engineering
2. Develop an enhanced appreciation of your own learning processes.
3. Understand the area of biological engineering you want to study further.

##### **Civic Learning Objectives:**

1. Effectively communicate with your community partner and classmates in order to apply techniques for working together, which in turn result in conflict resolution and success.
2. Understand the importance of service-learning, and how it impacts your success as an engineering student.
3. Understand how service-learning can increase your strengths by providing you with a hands-on learning experience in your community.

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<sup>11</sup> Modeled after sample syllabi from *Gelmon, S. et al. (2001). Assessing service learning and civic engagement. Providence, RI: Campus Compact.*

**Course Approach:**

This is a service-learning course. By completing your assigned service-learning project, you will in turn accomplish all of the learning objectives in this course. Your service-learning project will focus on Biological Engineering and address a community need, which represents a mutual exchange of service, information, and knowledge. During this semester, you will be working in groups of 4 to 5 students. You will be designing an exercise play area for children in your community, which will be constructed in the future.

**Timeline for Course:**

## Module 1: Weeks 1 to 4

- Learn about engineering design methods
- Learn about children's exercise play areas
- Meet group members and create group "ground rules"
- Gather information about your community partner
- Meet your community partner and complete a site visit

## Module 2: Weeks 5 to 8

- Continue to gather information on your project and on community partner needs
- Complete a second site visit
- Meet professional designers
- Create designs to be checked by professor

## Module 3: Weeks 9 to 13

- With input from professor, community partner, and professional designers, create the final design.

## Module 4: Weeks 14 to 15

- Presentation of final design
- Professor and community partners streamline all of the designs into one that addresses the needs of the children.

**Community Partner:**

Your community partner is Evergreen Community Center for Children. This center services children who are in grades K-12. This community center services a diverse population of children, including those with special needs.

**Portfolio (80% of final grade):**

Your portfolio will contain a collection of the work that you complete over the duration of this semester. This documentation will assist you in developing an understanding of yourself, your community, and your future profession.

Your portfolio will contain the following:

1. A personal web page which will be developed throughout the semester.
2. A journal which will contain your writing assignments.
3. All homework assignments
4. Reflection narratives of your experience
5. The final design of your group's exercise play area, as well as drafts of the final design

**Exams (20% of final grade):**

A mid-term and final exam will be given. Exams will consist of multiple choice and essay questions.

**SPANISH EXPLORATION 300****Instructor:**

Dr. Joan H. Smith

**Course Description:**

This is a service-learning course which has been designed for Spanish majors and minors. During this course, you will be immersed within the Latin American community. You will be able to interact with others in the community which will result in an improved understanding of the language and the culture. Community partners in the Latin American Community, the professor, and the students will be involved in constructing this course.

**Learning Objectives:**

1. Students will possess the ability to communicate what they have learned about service-learning in the Latin American Community.
2. Readings, in-services, speakers, and reflections will allow students to analyze how they can help others.
3. Experiences will provide students with an opportunity to examine their own lives and interactions.

**Timeline for the Course:**

Module 1: Weeks 1 to 2

- Students will learn about the community partner they will be working with. They will learn about the services that they will be providing.

Module 2: Weeks 3 to 15

- They will work in teams. Students will go to the community center twice per week. Students will perform the following services:
  - Assist people with making appointments, locating available services, or finding information about services.

- Translate brochures related to health care and social services.
- Interpret for people if no interpreter is available.
- Work with individuals or their families to assist with their English. This will involve tutoring and teaching in small classes.
- Teach community members basic survival skills, such as how to ride a bus or use library facilities.
- Assist with grocery or other shopping lists.
- Assist with the organization of clothing, toy, and food donations as needed.

**Community Partner:**

Students will be completing their service-learning experience at the Lakeside Latin American Community Center. They will work with adults and their families.

**Reflection Journal (80% of final grade)**

Students will be expected to complete two journal entries per week. Students are to reference literature presented in the course, in addition to literature that they locate on their own.

Reflection exercises will be assigned one week prior to due date, and assignments will be based on the needs and experiences of students. All reflections should be 2 pages long, double-spaced, and in 12 point font.

**Final Reflection Paper (20% of final grade)**

The final reflection paper will be a culmination of entries in the reflection journal. Students should discuss how the service-learning experience compared to their expectation of the course, discuss how their thinking has changed as a result of their experiences, and how this service-learning experience has impacted their Spanish proficiency. Students should cite assigned literature when appropriate. The final reflection paper should be 8 to 10 pages long, double-spaced, and in 12 point font.