

# Teach A Service-Learning Course

An IDS 101 Instructor's Guide

Brigid Belko

Director of Experiential Learning



**THE CENTER FOR COMMUNITY ENGAGEMENT  
& CAREER COMPETITIVENESS**



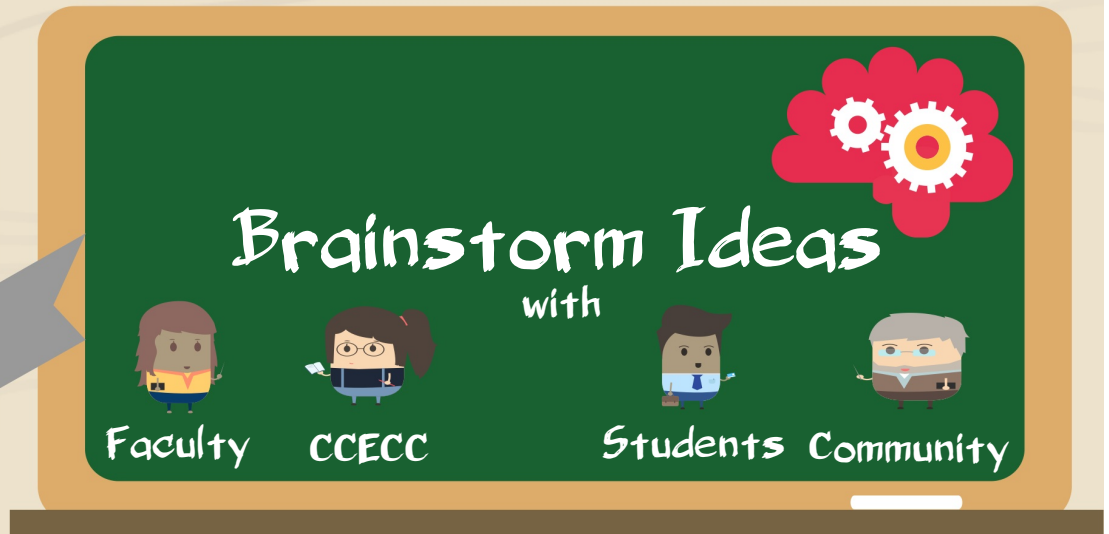
# Service-Learning

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**BRINGS LEARNING ALIVE IN EXCITING  
NEW WAYS INSIDE AND OUTSIDE OF  
THE CLASSROOM BY COMBINING  
THEORY WITH EXPERIENCE AND  
THOUGHT WITH ACTION TO  
TRANSFORM OUR STUDENTS AND OUR  
COMMUNITIES.**



# How To Build A Service-Learning Course



Synthesize Ideas,  
Then



Like Building A House

$$\text{Foundation} + \left( \left( \text{Builders} \times \text{Materials} \right) \left( \text{Tools} \right) \right) = \text{Your Dream House}$$

Build A Service-Learning Course

$$\text{Original Course} + \left( \left( \text{Community Partner} \times \text{Service} \right) \left( \text{Reflection} \right) \right) = \text{Service-Learning Course}$$



Step 2  
Define Course Objectives



*Step 3*  
Meet To Understand  
Partner's Objectives

*Step 4*  
**Sync Objectives**

*Step*  
**5**

**Work with CCECC to  
Approve Course**

**If Direct & Indirect Service  
Hours Are**

**<45**

**≥45**

*Step*  
**6**

**Collaborate with CCECC to obtain  
approval from VPAA, Gen Ed Comm,  
& Curriculum Comm**

**Skip Step 6**





# LEARN

# TRAININGS

Step

7



**Course Receives Official S-L Designation**



**CENTER FOR COMMUNITY ENGAGEMENT &  
CAREER COMPETITIVENESS**

Good news! Stipends are available to support your new S-L course!  
Direct all inquiries & concerns to your contractor, Director of Experiential  
Learning, Brigid Belko at [bbelko@averett.edu](mailto:bbelko@averett.edu).

## Center for Community Engagement & Career Competitiveness Service-Learning Course Worksheet for Planning/Approval

Please submit a completed copy of this worksheet with your syllabus to [Brigid Belko](#), Director of Experiential Learning, to receive the service-learning designation for your course.

I have discussed the following items with my department chair, and he/she supports the development of this course as a service-learning course. I understand that a minimum of 6 students must enroll in the course for me to receive the service-learning stipend. I anticipate that the course will be offered in the semester indicated below.

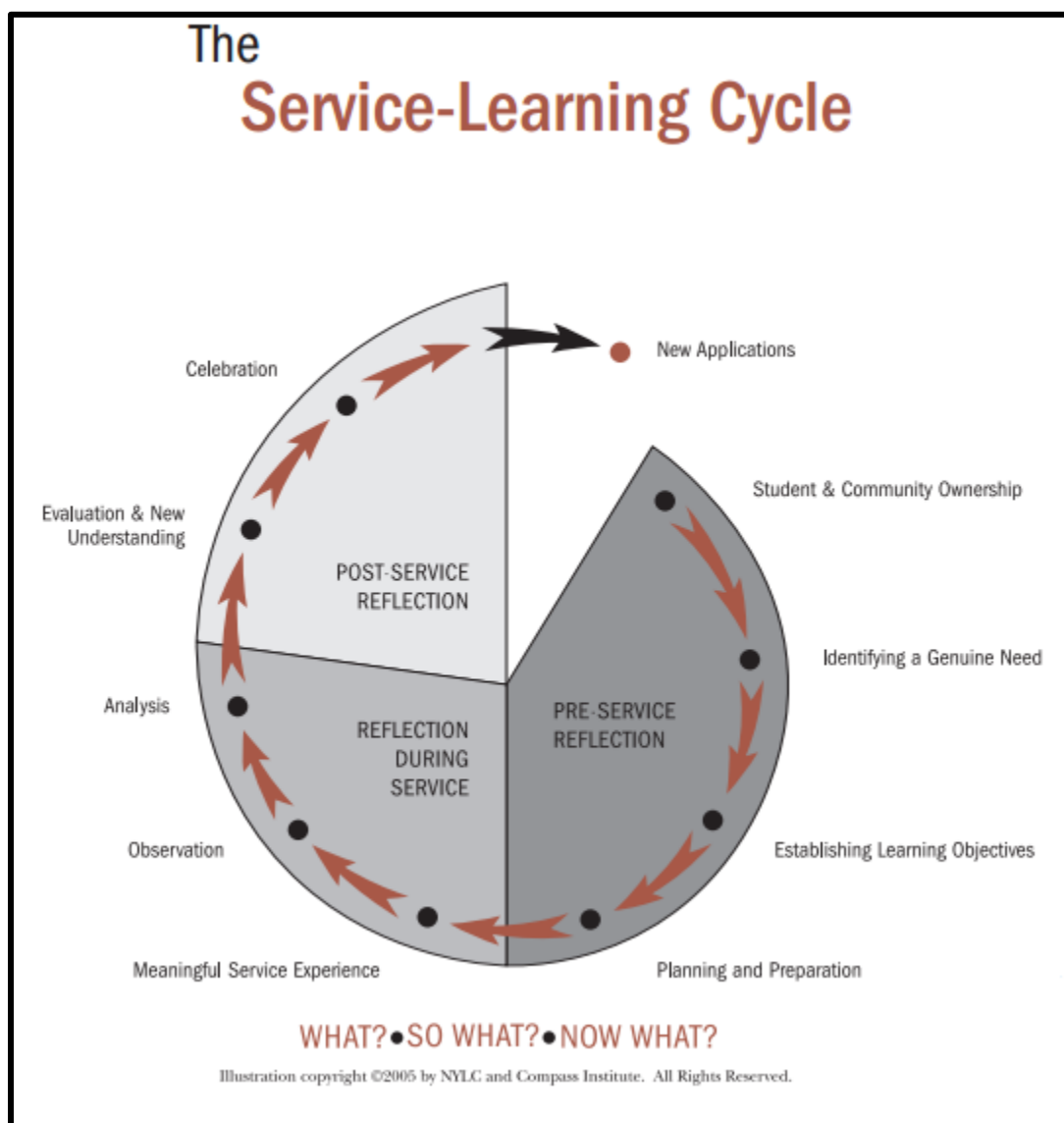
Date submitted: \_\_\_\_\_ Semester of Course: Fall 20\_\_ or Spring 20\_\_

Faculty Name: \_\_\_\_\_ Faculty email: \_\_\_\_\_

Course Name and Number: \_\_\_\_\_

Department: \_\_\_\_\_ Name of Department Chair: \_\_\_\_\_

To determine how service-learning will bolster your course, please address the following steps of the service-learning cycle<sup>1</sup> and how they will be implemented. A detailed explanation is on the following page. If more room is required, please attach extra pages. For assistance in filling out this worksheet, please contact [Brigid Belko](#).



## Pre-Service

*Reflection: Students get the most out of the service experience when they carefully examine their prior knowledge of and opinions on issues raised by the project.*

**1. Student & Community Ownership** The project belongs to the participants. Students and community members should work together to identify community needs, plan service activities, and evaluate the impact of the project.

1. Who is your community partner and how will they have a voice? How will your students have a voice?

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**2. Identifying a Genuine Need** A “genuine need” is one that’s important to the students and the community. To identify the need, students must recognize relevant issues, assess resources, and seek out the thoughts and concerns of those being served.

2. What is the genuine need that you are serving?

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**3. Establishing Learning Objectives** Clear learning outcomes distinguish *service-learning* from *community service*. When students make the connections between their service activities and studies, it deepens their understanding of the curricular material, how it’s used, and why it’s important.

3. What are your learning outcomes? And, how are they connected to your service-learning project?

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**4. Planning & Preparation** No project succeeds without careful planning and preparation, and service-learning projects are no exception. Be sure to assess needs, collect all relevant information, engage in the necessary training, build vital partnerships, and develop an action plan.

4. Describe resources and steps needed to schedule your course project. Specifically, when, where, who and what does your project involve? Please be as specific as possible.

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## During Service

*Reflection: This is a chance to discover where students are in the learning process, and give them a chance to voice concerns and share feelings.*

**5. Meaningful Service Experience** By investing themselves fully in service activities that address genuine community needs, students find meaning in the project and grow to understand its value.

5. Describe how your course’s service-learning component is designed to have purposeful engagement through students practicing the course content, thereby meeting the course’s learning outcomes in a community setting.

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**6. Observation** To truly understand the impact of service, students should take time to observe the impact of the project on different participants. This process may involve exchanging ideas with peers and community partners, looking at the implications of cultural and diversity issues, or viewing the project in civic or political terms.

6. How will students look back at the impact of their service?

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**7. Analysis** As students use their observations to recognize the significance of the service experience, they assess their own learning and the impact of the project on the community being served.

7. How will students assess their service to the community and their learning through this project?

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### Post-Service

*Reflection: Students take time to assess the meaning of the service-learning experience; integrate their new understanding; and propose further action, projects, or enhancements to the current project.*

**8. Evaluation & New Understanding** Evaluating their learning and the results of the project allows students to discover new and different perceptions of themselves, the course content, and the world around them.

8. Describe how students will critically reflect on how the service component is linked to course objectives and the students' personal development.

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**9. Celebration** All involved should enjoy the fruits of their labor and respect the accomplishments of other service-learning participants. This reinforces the positive achievements, sense of accomplishment, and personal growth attained through the service-learning experience.

9. How will your students and community partner celebrate? The CCECC hosts an annual Engagement Showcase in April that provides such a setting for your students and community partner. Could your class present there?

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**10. New applications** The project may be completed, but students and community partners continue to use their knowledge and skills to make decisions, solve problems, and grow as caring, contributing members of their communities.

10. Could the relationship between your students and the community partner persist? How could they continue to serve one another, with or without you as a leader?

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# SERVICE-LEARNING AGREEMENT

## COMMUNITY PARTNER AND AVERETT UNIVERSITY

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*This Agreement is to ensure that both parties, the university and the community partner, understand and agree to the responsibilities listed below.*

This agreement is between Averett University and \_\_\_\_\_ (Community Partner). Both parties agree to responsibly carry out the following promises:

### **Responsibilities of Averett University:**

1. Work together with the community partner to coordinate service-learning placement and the selection of students to the organization.
2. Provide the necessary information to the student before the first day of on-site participation, including:
  - a. Orientation to service-learning principles
  - b. Clear definition of the organization and its mission
  - c. Connection between course content and service-learning project
  - d. Responsibility of the students to act in a mature and professional manner when at the learning site
  - e. Obligation of students to abide by the rules and principles of conduct of the community partner
  - f. Log sheets to monitor hours
  - g. Informed Consent Forms and explanation of any risks associated with the service-learning project
  - h. Explanation that Averett University is to be held liable for accidents, injuries, etc.
  - i. Discussion informing the students to maintain the confidentiality of the university, community partner, and the clients with whom they are working

### **Responsibilities of the Community Partner:**

1. Name a supervisor at the learning site to provide oversight and with whom the student can meet when needed to enhance his/her learning experience.
2. Provide student with information on how/where to check in and check out.
3. Provide adequate training and orientation that includes an introduction to the staff, a tour of the learning site, a detailed explanation of the student's duties and tasks, information

about the organization's confidentiality policy, and a discussion of the safety and emergency procedures and of the learning site.

4. Provide a sufficient workload for the student that correlates with his/her specified course objectives.
5. Provide the student with all the materials and equipment needed to accomplish his/her tasks.
6. Promise to make at least one in person visit to the students if the learning site is virtual or away from the organization's main office.
7. Evaluate the student's performance upon the conclusion of the student's service-learning, or as requested by the staff of the university.
8. Contact the professor with problems associated with the student's behavior, conduct, and/or performance.
9. Contact the CCECC as soon as possible with any injury to a student that occurs at the learning site.
10. Provide the necessary full range insurance coverage for participating students and notify university of any cancellation or lapse of the coverage.

*This Agreement will become effective as of the date written below and will stay in effect for one year. Upon the completion of this year, the Agreement may be renewed after being revised and updated, if needed. Either party may terminate this Agreement by providing the other party with 30 days written notice. If this termination occurs during a student's service-learning project, the Agreement allows the student to complete his/her work at the learning site. This Agreement may not be altered unless both parties provide their consent in writing.*

**Averett University:**

Name \_\_\_\_\_ Title \_\_\_\_\_

Email Address \_\_\_\_\_ Telephone No. \_\_\_\_\_

Signature X \_\_\_\_\_ Date \_\_\_\_\_

**Community Partner:**

Name \_\_\_\_\_ Title \_\_\_\_\_

E-mail Address \_\_\_\_\_ Telephone No. \_\_\_\_\_

Signature X \_\_\_\_\_ Date \_\_\_\_\_

If you have any questions or concerns, please contact Brigid Belko with the Center for Community Engagement & Career Competitiveness at [bbelko@averett.edu](mailto:bbelko@averett.edu) or 434-791-5656.

## Averett University Service-Learning Rubric

Service-Learning brings learning alive in exciting new ways inside and outside of the classroom by combining theory with experience and thought with action to transform our students and our communities.

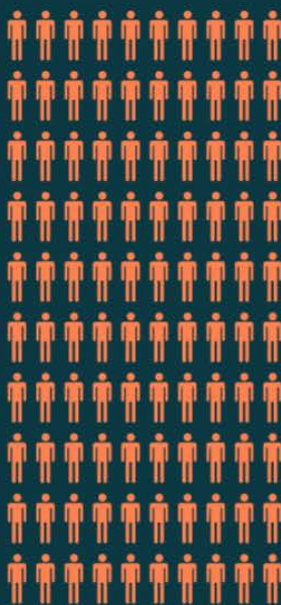
Criteria on this rubric are to be used by instructors in the planning, approval, and implementation process of a service-learning course. This rubric will also serve as the ruling document for a service-learning 5B GenEd designation for the course, should such a designation be sought.

	<b>Strong Impact</b>	<b>Good Impact</b>	<b>Some Impact</b>	<b>Minimal Impact</b>
1. The course provides meaningful service to the community and meets actual needs	Determined by current research conducted or discovered by students with instructor's assistance where appropriate	Determined by past research discovered by students with instructor's assistance where appropriate	Determined by popular knowledge or a presumption of community partner's immediate needs; needs targeted by instructor	Community partner's needs are secondary to the educational goals of the course; service components chiefly consider student needs
2. The course is coordinated in collaboration with the community partner; purposeful civic engagement exists	Active, direct collaboration exists between the community partner and students (with the instructor's and site administrator's guidance and supervision)	Community partner (and site administrator) act as consultants in the development and implementation of the course	Community partner is informed directly about the goals of the course, but has moderate participation	Community partner is coincidentally informed about the course and has minimal knowledge about it
3. Service component(s) are integrated into the course curriculum	Service component(s) enhance academic learning and are integrated into the course; there is a direct relationship between the service components and specified learning outcomes	Service component(s) are primarily used as a teaching technique or strategy to run concurrently with learning outcomes	Service component(s) are part of the course curriculum, but there are only indirect or minimal connections to academic learning outcomes; emphasis is mainly on service	A service project or "good deed" exists in the course, but it is not strategically tied to student learning or academic learning outcomes
4. The course facilitates active and critical student reflection	Students think, share, and produce reflective products individually and as group members on a regular basis	Students think, share, and produce group reflection periodically and/or indiscriminately	Students share individual reflective products mainly with the instructor	Reflection is minimal and exists in report or summary fashion to the instructor
5. Students use new skills/knowledge in real world settings	Students make direct connections with relevant issues and apply skills and/or acquired knowledge in a community setting	Students make some connections with relevant issues and apply newly acquired skills and knowledge, but do so in a more personal setting	Some students are more involved than others in the service aspect; or minimal community service involvement exists	Knowledge is acquired mostly in the classroom or through course assignments; no active community service experience applies
6. Students improve/develop vital interpersonal skills/abilities including communication, listening, empathy, problem-solving, and leadership; personal and/or professional development occur	Reflections indicate self-growth in students' communication and leadership skills; self-awareness in civic responsibility, and the strengthening of tolerance and/or diversity appreciation	Reflections indicate generic growth in students' communication, leadership, and problem-solving skills; the ability to identify with and understand other's situations is evident, but cursory; the importance of community service is ancillary to course content	Reflections are restricted to basic observations with minimal evidence of growth in students' communication, listening, empathy, problem-solving, and leadership skills; the importance of community service is a footnote	Reflections are rudimentary, self-centered, and restricted to a list of pros and cons related to the community service experience
7. The course improves the quality of life for the community served	The course facilitates change or insight; solves a problem; meets a need; or addresses a community issue	The course enhances an already good community situation	The course has limited practical application to the community, but new and unique benefits are addressed	The course has no real benefit to the community; no new or unique concepts are addressed



# Stipends for Service-Learning Courses

To support service-learning courses, the following funding sources are available to the qualifying service-learning professors at Averett University.



In 2014, 100% of Averett service-learning students agreed or strongly agreed to enroll in more s-l courses.

**\$750**

\$750 stipends are available to professors instructing a 45-hour service-learning course for the 1st time. It must meet the 5B requirement.

**\$375**

\$375 stipends are available to professors incorporating any service-learning element into their course for the 1st time. It does not need to meet the 5B requirement, but does require approval from the Director of Experiential Learning.



Up to \$250 is available for each service-learning course to cover expenses necessary to meet learning outcomes. Additional funds can be applied for through the Center for Community Engagement & Career Competitiveness here:

For more information, contact Brigid Belko, Director of Experiential Learning, at [bbelko@averett.edu](mailto:bbelko@averett.edu).



THE CENTER FOR COMMUNITY ENGAGEMENT & CAREER COMPETITIVENESS

powered by



## Resources

### Funding

[Averett University Service-Learning Reimbursement Form](#)

[Averett University Service-Learning Additional Funds Request](#)

### Training

[Averett Faculty & Staff Intranet- Service-Learning Library](#)

[Campus Compact](#)

Service-Learning Brain Pick-nics: 1<sup>st</sup> Thursday of every month 11:30 am- 12:30 pm at the Averett Bookstore

Contact [Brigid Belko](#) for more information on conferences, webinars, and training on specific topics or disciplines.

Still need...

AE Evaluations

Important Syllabus Requirements

My example syllabus

# IDS 101: Freshmen Success Seminar



**Instructor: Brigid Belko, Director of Experiential Learning**  
**Office: Center for Community Engagement & Career Competitiveness**  
**E-mail: [bbelko@averett.edu](mailto:bbelko@averett.edu)**  
**Cell (In case of emergency): 856-340-5633**

**Class Time:**  
**Thursdays**  
**2:40 PM- 3:35 PM**



**Peer Instructor: Cierra Gunter**  
**E-mail: [ccgunter@aumail.averett.edu](mailto:ccgunter@aumail.averett.edu)**  
**Cell (In case of emergency): 434-770-4495**

## WHAT WE'LL COVER

### Transition to Averett



Assists students with the academic and social transitions associated with college life at Averett University.

### Service-Learning



Bringing learning alive in exciting new ways inside and outside of the classroom by combining theory with experience and thought with action to transform our students and our communities.

### Success Strategies



Explore skills that lead to success, including time management, note-taking, study strategies, effective communication, and more. Career and academic guidance activities will be included.

## Overall Learning Outcome:

Students will gain the knowledge and tools to be successful students at Averett University and contributing members to the greater community.



A computer with word processing and internet access



E-mail account that you check DAILY



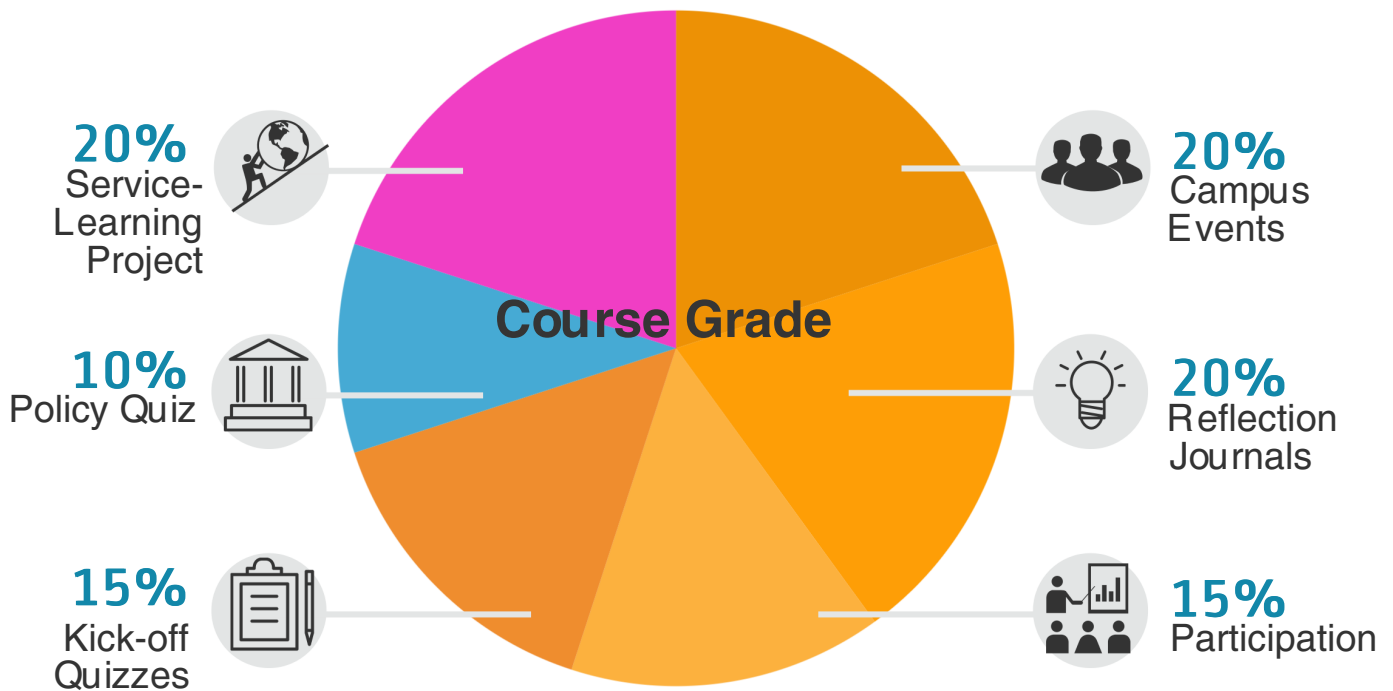
"On Course" textbook







An open mind and eagerness to build knowledge with your community



# REQUIRED MATERIALS



## COURSE ASSIGNMENTS

			
<b>Policy Quiz</b> <b>10 pts</b>	<b>Kick-off Quizzes</b> <b>15 pts</b>	<b>Participation</b> <b>15 pts</b>	<b>S-L Project</b> <b>20 pts</b>
<p>Each student will be quizzed over the policy information presented in the Averett University handbook.</p>	<p>At the beginning of every class, at precisely 2:40 pm, we will have a 1 pt open book quiz.</p>	<p>You will be expected to participate at a high level in class discussions. Expect to be called on because your instructor will seek to engage you! Students will be encouraged to express their views, and agree or disagree with other views in a respectful and collegial manner.</p>	<p>As a group, the class will host 2 Danville United events at Averett, combining meaningful service with class instruction and personal reflection to enhance learning and to build a stronger community.</p>



### Campus Events 20 pts

Students will be expected to become part of the Averett Community and participate in various activities. Each event counts for 5 points.

Event #1: Opening Convocation on 8/18.

Event #2: Dinner with Dr. Franks at her home on Hawthorne Drive.

Event #3: an individual meeting with your instructor.

Event #4: Week to Engage (9/ 14-19). Students must volunteer with at least 1 event.

### Reflection Journals 20 pts



Students will write 4 journals for 5 points each. Journal entries are to be typed with the student's name on each journal entry. Journals will be read by the instructor only unless otherwise discussed. Journals will be graded according to the service-learning reflection rubric, distributed in class. A successful reflection will indicate self-growth and make direct connections with relevant issues.

**REFLECTION JOURNAL GRADING & REVISION POLICY:** You will receive feedback and a provisional grade. You may choose to complete substantial revisions on 2 out of 4 of the journal entries. You must first meet with me to discuss your revision plan and to establish a revision due date.

## COURSE SCHEDULE

 <p><b>AUG 16</b></p> <p><b>Re-Imagine Celebration</b> Danville Science Center 5-8:30 PM</p>	 <p><b>OCT 8</b></p> <p><b>Employing Interdependence;</b> <b>Reflection #3: Who is your</b> <b>community? Why? How can you</b> <b>be a contributing member?</b></p>
 <p><b>AUG 18</b></p> <p><b>Meet the Class, Opening</b> <b>Convocation, &amp; Service</b> <b>Project 10 AM- 3 PM</b></p>	 <p><b>OCT 15</b></p> <p><b>No class.</b> <b>Fall Break</b></p> 
 <p><b>AUG 20</b></p> <p><b>Welcome, Syllabus &amp;</b> <b>Student Handbook Review</b></p>	 <p><b>OCT 22</b></p> <p><b>Gaining Self- Awareness; Your</b> <b>Role in the Community</b></p> <p><b>Assign: Dinner at the</b> <b>President's house 6-8 PM</b></p>
 <p><b>AUG 27</b></p> <p><b>Getting on Course to Your</b> <b>Success, Self Assessment,</b> <b>Assign: Policy Quiz</b></p>	 <p><b>OCT 22</b></p> <p><b>Adopting Lifelong Learning</b></p>
 <p><b>SEPT 3</b></p> <p><b>What Does Community</b> <b>Service Mean?</b></p> <p><b>Assign: Reflection #1: What</b> <b>is your definition of</b> <b>community service? Why?</b></p>	 <p><b>NOV 5</b></p> <p><b>Professional Etiquette with</b> <b>the Center for Community</b> <b>Engagement &amp; Career</b> <b>Competitiveness</b></p>
 <p><b>SEPT 10</b></p> <p><b>Personal Responsibility,</b> <b>Intro to Community</b> <b>Partner</b></p>	 <p><b>NOV 12</b></p> <p><b>Developing Emotional</b> <b>Intelligence</b></p>
 <p><b>SEPT 17</b></p> <p><b>Self Motivation; Assign: Week</b> <b>to Engage Project &amp; Reflection</b> <b>#2: What are your methods of</b> <b>self motivation? What does that</b> <b>say about the kind of person</b> <b>you are? Your working style?</b></p>	 <p><b>NOV 19</b></p> <p><b>Staying On Course; Self</b> <b>Assessment (again)</b></p>
 <p><b>SEPT 24</b></p> <p><b>Self Management</b> <b>(taught by Cierra);</b> <b>S-L Project Construction</b></p>	 <p><b>NOV 26</b></p> <p><b>No Class.</b> <b>Thanksgiving</b> <b>Break</b></p> 
 <p><b>OCT 1</b></p> <p><b>Averett University</b> <b>Field Trip to Registrar's</b> <b>Office &amp; Library</b></p>	 <p><b>DEC 3</b></p> <p><b>Course Wrap Up; Reflection #4:</b> <b>How have you grown so far as a</b> <b>college student? If you could have a</b> <b>conversation with the you from</b> <b>August, what would you say?</b></p>

# COURSE POLICIES

## Attendance



Students will only be permitted to miss 2 class periods of IDS101. Excessive absences (defined as 2 or more) may result in a reduction in your score, and may affect your final grade. Please inform your IDS instructor in advance if you are going to miss class for any reason. Students are responsible for getting assignments and completing all makeup work.

## Late Work



Unless otherwise specified, work needs to be emailed to me by midnight on the assignment date. I do not accept late work or provide extensions. It is your responsibility to manage your time. Graded in-class work missed due to absence cannot be made up unless I receive official notice from the university.

## Academic Integrity



Enrollment in this class means that you agree to abide the expectations of Averett University regarding academic integrity as outlined in the Student Handbook. Your responsibilities in this area of academic honesty include, but are not limited to, avoidance of cheating, plagiarism, and improper or illegal use of technology.

## Technology



I will let you know when use of electronic devices is acceptable. Otherwise, you should turn off and store ALL devices before the start of class. Failure to comply with this policy will negatively impact your participation score.

## Special Needs



Averett University makes accommodations for students with special needs. If you have a documented disability, please contact the Director of Academic Support (Mrs. Holly Kilby) to declare your disability at 434-791-5788.

Averett University also offers free counseling services. Please contact Mrs. Joan Kahwajy-Anderson at 434-791-5624, or by e-mail at [jkahwajy@averett.edu](mailto:jkahwajy@averett.edu).

## Academic Help



Averett University is dedicated to ensuring that students succeed academically. The Office of Student Success offers assistance through academic support, ESL, and the writing center. Please visit the office in Bishop Hall for assistance.



**AVERETT UNIVERSITY**  
**Freshman Success Seminar, IDS 101, Section 14**  
**Transition to College – Service Learning**

**Instructor: Ms. Joan Kahwajy-Anderson** (pronounced Ka-wa-gee)

Office Location: Suite 417, Student Center (fourth floor)

Phone Number: 434-791-5624; 434-250-1890 (text or call)

E-mail: [jkahwajy@averett.edu](mailto:jkahwajy@averett.edu)

Office hours by appointment

**Peer Instructor: Mr. Jacob Comer**

Phone Number: 336-254-7143

E-mail: [jacomer@aumail.averett.edu](mailto:jacomer@aumail.averett.edu)

**Executive Director, Center for Community  
Engagement and Career Competitiveness:**

**Ms. Alexis Ehrhardt**

434-791-7212

[aehrhadt@averett.edu](mailto:aehrhadt@averett.edu)

**COURSE MEETING TIME / LOCATION:**

**2:00 – 2:55 p.m. on Wednesdays**

**Bishop Hall, Room 109**

**COURSE DESCRIPTION**

IDS 101 “Freshman Success Seminar” is designed to assist students with the academic and social transitions associated with college life. Students will explore skills that lead to success, including time management, note-taking, study strategies, effective communication and more. Career and academic guidance activities will be included. This IDS section is designated as a service-learning course. Averett students will share their acquired knowledge for academic and personal success with students at Cardinal Village Youth Center and with guests at The House of Hope. In addition, IDS students will gain cultural awareness while working with individuals at these locations. Furthermore, students will increase their knowledge about poverty in America. Students in IDS 101 Service-Learning are required to make visits to the designated locations for a total of twelve (12) hours of service during the academic semester. IDS students’ experiences, reflections and personal growth will be documented via journal writing and class discussions. A final research project on poverty is required.

**MEASURABLE COURSE OBJECTIVES**

- Students will exhibit an understanding of Averett University policies.
- Students will become familiar with Averett University’s clubs, organizations, and events.
- Students will gain increased knowledge of strategies and skills for academic success.
- Students will gain increased self-knowledge and awareness through service-learning.
- Students will demonstrate increased cultural awareness of the local community.
- Students will gain awareness of human differences and commonalities.
- Students will gain awareness of poverty in America and its effects.

**REQUIRED TEXT**

- *On Course at Averett University: Strategies for Creating Success in College and in Life*, by Skip Downing, ISBN: 978-1-111-39749-4
- Averett University Student Handbook: <http://www.averett.edu/studenthandbook> (do not print the handbook!)
- Service-Learning “Text” through lectures and service-learning activities

**COURSE ACTIVITY / ASSIGNMENT GUIDE**

- ♦ All lectures will be focused on the development of skills for service-learning with community partners. This syllabus is subject to change at the discretion of the instructor.

Date	Event
Sunday, August 17, 7:00 p.m., Frith Hall, Room 403 (temporary location)	Students meet IDS Instructor and Peer Instructor, Intro Activities, Topic: Success and Significance: An Introduction to Service-Learning.
Tues. August 19, 10:00 a.m., Frith 403	Review of the Syllabus and <i>On Course Text</i> . Fall Convocation.
Wednesday, August 20 Class meets in Bishop 109 (permanent location)	Chapter 1, <i>On Course</i> (pp. 1 – 27): Core Learning and Service-Learning. Peer Instructor: College Customs. Campus Policies Quiz for Homework (online student handbook).
Wednesday, August 27	Hand in Campus Policies Quiz. Visit Cardinal Village Youth Center.
Wednesday, September 3	Visit House of Hope.
Wednesday, September 10	<i>On Course</i> , Chapter 2: Reading Skills, pp. 57 – 76, Reading a Text and SQ3R for Service-Learning. Discuss Campus Policies/Plagiarism. Turn in Service-Learning Journal One.
Tues., Sept. 16, Wed., Sept. 17, Thurs. Sept. 18	Individual Meeting with Instructor: Adjusting to College Life, Questions or Problems Related to Service- Learning.
Wednesday, September 24	<i>On Course</i> , Self-Motivation and Self-Management: Chapters 3 and 4. Taking Notes, pp. 107-126. Organizing Study Materials, pp. 158-178. Using these skills for Service-Learning. Visit to the Library.
Wednesday, October 1	<i>On Course</i> , Self-Awareness: Chapter 6. Test Taking, pp. 246-266. Poverty Discussion. Service-Learning “Hot Seat” Discussions. Journal Two Due.
Wednesday, October 8	Fall Break, No Class (Fall Break begins Wednesday, October 8)
Wednesday, October 15	Pre- Registration and Academic Advising Tips.
Thursday, October 16, 6:00 p.m. MANDATORY	Dinner with Dr. Franks at her home on Hawthorne Avenue.
Wednesday, October 22	Interdependence, Active Listening, Chapter 5. Career Module Due
Wednesday, October 29	Health and Wellness Plan. Service Learning “Hot Seat” Discussion

Wednesday, November 5	Time with Peer Instructor. Service-Learning Journal Three in Class.
Wednesday, November 12	<i>On Course</i> , Emotional Intelligence: Chapter 8. Writing, pp.295-312. Course Evaluation in Class. Journal Four Due.
Wednesday, November 19	<i>On Course</i> , Adopting Lifelong Learning: Chapters 7. Review of Poverty Research. Journal Five Due.
Wednesday, November 26	No Class –Thanksgiving Break
Wednesday, December 3	Poverty Projects and Poster Session. Turn in Service Learning Time Sheets and/or other Service Learning Documentation. Celebrate!

### GRADING

PROJECT	POINTS	PERCENT
Class Participation (Transition to College)	120	20%
Service-Learning Hours (75 pts), Reflective Journals (50 pts), "Hot Seat" Discussions (15 pts) and Poverty Project (100 pts)	240	40%
AU Activities: attend 1 event (25 pts), Fall Convocation (30 pts); dinner with Dr. Franks (35 pts) and individual meeting with instructor (30 pts)	120	20%
Policy Quiz	60	10%
Quizzes (30 pts each)	60	10%
<b>Total</b>	<b>600</b>	<b>100%</b>

### CLASS GRADING SCALE

A 600-481    B 480-361    C 360-241    D 240-200    F Anything Below 200 Points

**Quizzes:** You will be given two "pop" quizzes on Service-Learning and *On Course* concepts. Each quiz will be worth 30 points each for a total of 60 points.

### CLASS PARTICIPATION:

You will be expected to participate at a high level in class discussions. Make it a point to speak to the topic at hand at least three times during a class period. Expect to be called on because your instructor will seek to engage you! Students will be encouraged to express their views, and agree or disagree with other views in a respectful and collegial manner. **Please note that your service learning hours and experiences are a major portion of this class. All service-learning hours must be completed in order to satisfy the requirements of this approved service-learning class.**



**AU ACTIVITIES (1)**

Students will be expected to become part of the Averett Community and participate in various activities. The first event is Opening Convocation. Another important event is dinner with Dr. Franks. Then a third important event is meeting with the instructor. All required AU events are mandatory! The instructor will give guidance on other AU activities in which students will want to participate.

**POLICY QUIZ**

Each student will be quizzed on the policy information presented in the Averett University handbook. This is an “open book” quiz. You may NOT receive help from another student.

**SERVICE-LEARNING**

This is a form of experiential learning intended to prepare students for life as informed and responsible citizens as well as to prepare them for successful careers. Service-Learning combines meaningful community service with classroom instruction and personal reflection to enrich students’ learning and to build stronger communities. Students in IDS 101 Service-Learning will provide twelve (12) hours of service to students at Cardinal Village Youth Center and/or at the House of Hope in Danville, Virginia. IDS students will provide reading and other academic tutoring as well as other assistance as determined by the course instructor and the site directors. Students may work in teams or individually. Service hours are to be coordinated with each director. **Transportation is the responsibility of the student.** However, group transportation to the sites may be coordinated during the semester in order to help students complete their service-learning hours. Respect, cooperation and the highest level of professionalism is expected of Averett students as they work with their service-learning partners.

**SERVICE-LEARNING HOURS:**

In class lectures related to service-learning	11 hours
Site visits with students (orientation)	2 hours
Direct service-learning hours at designated sites	12 hours
Reflective Journals	3 hours
Reading assignments related to service-learning	10 hours
Research Project on Poverty in America	7 hours
<b>Total :</b>	<b>45 hours</b>

**Service Learning Community Partners:**

Ms. Constance Covington  
 Director, Cardinal Village Youth Center  
 1004 Bonner Avenue  
 Danville, VA 24541  
 ccovington@drhava.com  
 434-441-1118

Mr. Steve Anderson, Director  
 House of Hope  
 206 South Ridge Street  
 Danville, VA 24541  
 danvillehoh.org  
 434-549-1459

## **REFLECTIVE JOURNALS**

Students will write five (5) journals. Journal entries are to be typed (except for one journal that is to be written in class), with the student's name on each journal entry. Journals will be read only by the instructor unless otherwise discussed. Time will be given in class to discuss in detail how journal entries should be made.

Journal One: What are your thoughts, feelings and reactions to service-learning in IDS 101?

Journal Two: Discuss your significant experiences and reactions as a new student/athlete at Averett University. How might you use your own experiences to help others at your service-learning site(s)?

Journal Three: What are your current experiences, successes or concerns with service-learning?

Journal Four: What are you learning from the students or residents (including culturally) at Cardinal Village and/or the House of Hope?

Journal Five: Summarize and discuss, in depth, what you believe you have given to the individuals at your partner sites as well as what you have learned from your service-learning experiences this semester. How might this experience help you in the future?

## **IDS INSTRUCTOR'S PLEDGE**

As the instructor for this course, I pledge to you, the student, to be punctual, prepared and professional. It is my goal to provide you the full value of this course by presenting, in each and every class period, valuable information that will help you achieve at Averett University and in your eventual professional career. I pledge to be respectful to you and to be open to your thoughts, ideas and insights, fostering the true academic spirit of learning. Should challenges arise at any time during this course, particularly regarding service-learning, I will assist you to quickly resolve them to the best of my ability.

## **EXPECTATIONS OF STUDENTS**

**Averett University students are expected to exhibit the highest level of professionalism.** As Averett Professors, we expect each of you to be prepared for class, to have read the materials for the day, to have completed any homework assignments for submission on deadline, to turn off all cell phones and electronic devices in class, and to engage us and your peers in thoughtful and respectful class participation. We expect that students will dress appropriately for class and for their service-learning assignments and will treat all individuals involved with the utmost respect.

During class sessions, students are asked to take turns sharing, giving everyone a chance to speak appreciating everyone's contributions. Please refrain from advising, criticizing, arguing or judging. Let one another's words "hover" in the room without contest, waiting for whoever needs them to absorb them. Give each other time to think and to learn difficult lessons. Respect one another and, thus, yourselves.

### ATTENDANCE POLICY

**Students will only be permitted to miss two class periods of IDS.** Excessive absences (defined as more than 2) may result in a reduction in your score and may affect your final grade. Please inform your IDS instructor **in advance** if you are going to miss class for any reason. Students are responsible for getting assignments and completing all makeup work.

Please be on time for class. **You will be counted as absent from class if you are 10 minutes late for class.** Please let your instructor know if you have a conflict with another class. This is the start of your professional career and punctuality is important.

### IMPORTANT NOTES

**Please see me immediately if you are having problems grasping concepts or materials, or are having difficulty with your service-learning assignments.**

### SPECIAL NEEDS

Averett University makes accommodations for students with special needs. If you have a documented disability, please contact the Director of Academic Support (Mrs. Holly Kilby) to declare your disability at: 434-791-5788.

Averett University also offers free counseling services. Please contact Mrs. Joan Kahwajy-Anderson at 434- 791-5624, or by e-mail at [jkahwajy@averett.edu](mailto:jkahwajy@averett.edu). If you prefer to see a counselor off-campus, other counseling resources will be provided to you.

### ACADEMIC HELP

Averett University is dedicated to ensuring that students succeed academically. The Office of Student Success offers a number of individuals and programs to help you achieve in your coursework. Please contact the following:

**Office of Student Success**  
Mary Vanderlinden  
111 Student Success Center  
434-791-5754  
[mvanderl@averett.edu](mailto:mvanderl@averett.edu)

**Academic Support**  
Holly Kilby  
113 Student Success Center  
434-791-5788  
[hkilby@averett.edu](mailto:hkilby@averett.edu)

**Writing Center and ESL**  
Rebecca Raab  
114 Student Success Center  
434-791-5761  
[rraab@averett.edu](mailto:rraab@averett.edu)



## ACADEMIC INTEGRITY

Enrollment in this class means that you agree to abide by the expectations of Averett University regarding academic integrity as outlined in the Undergraduate Catalog. As a budding scholar you are pledged to academic honesty. Your responsibilities in the area of honesty include, but are not limited to, avoidance of cheating, plagiarism, and improper or illegal use of technology. Your presentations, assignments, and quizzes are expected to be your own work. Cheating and plagiarism are the most egregious of academic offenses. Averett University, like all institutions of higher learning, does not tolerate any form of academic deception. Students caught cheating may receive a failing grade on the assignment or for the course. Students are encouraged to review the section on cheating and plagiarism in the Averett University Student Handbook.

**Students should carefully study the definition of cheating and plagiarism.**

**1. Cheating includes the following behaviors:**

- a. Copying another student's answers while completing any class assignment, study group assignment, or during in-class or take-home examinations.
- b. Using notes, books, or any other unauthorized aids during an examination.
- c. Unauthorized discussion of answers during in-class examinations.
- d. Submitting another student's work as one's own.
- e. Stealing another student's work.

**2. Plagiarism is submitting a paper in which the language, ideas, or thoughts are identical to published or unpublished materials from another source, without correctly giving credit to that source.**