

IDS 398.02

Professional Practice: The Service Learning Experience in Civic Engagement

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Course Description:

Professional practice in Civic Engagement is a formal, cooperative field experience between a student completing the minor in Civic Engagement, a site supervisor, and the coordinator of the Minor. This capstone course provides the opportunity to integrate academic study with service learning by having a supervised, practical experience in a professional environment that focuses on civic responsibility. "Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community (The American Association of Community Colleges)." At this point in your college career, you have probably been involved in some form of community service, volunteered, or been assigned an experiential learning activity in another course. Through this culminating experience, you will be able to apply your class lessons to a specific community need. Your learning will expand beyond the classroom as you actively participate in civic engagement.

Course objectives—General Minor:

- To apply competencies (civic knowledge, skill, and attitude) learned throughout the Minor course work.
- To transform informed judgments into civically responsible actions.
- To demonstrate the ability to recognize "moral" and "civic" dimensions of issues and apply appropriate intervention skills.
- To develop a working awareness as an engaged citizen and a community member.
- To identify various spheres of influence and gain an appreciation for diversity.
- To demonstrate personal growth through structured application and consistent reflection.

Course objectives—Urban Teacher Prep Emphasis:

- To draw connections between issues which low-income and under-served students face and the greater relevant social and civic issues.
- To recognize inequity as it exists in the lives of low-income and under-served students—both as it is shown in the classroom and at home.
- To better appreciate the reciprocal relationship between school and community.
- To become aware of potential methods of collaboration with students, parents, and community members to ensure civic justice.
- To become acquainted with causes and initiatives through which, as an educator, one can create positive change for students.

Evaluation: The evaluation of students for this course is based on the following components:

- 1) **Placement Request.** The student will identify a community service learning need (consistent with student's personal goals) in an organization within the community. The student will then contact the organization's supervisor, explain the professional practice, and subsequently contact the minor coordinator with a brief report of the proposed professional practice. Refer to the Internship Application Packet for further details of the Placement Request Proposal. **You must also upload this to Reggient. See site for due date.**
- 2) **Professional Practice Cohort Contact.** You are responsible to communicate with several of your "classmates" throughout the semester via Reggient Discussion Boards, and discuss your experience. I will post discussion questions on Reggient at least twice this semester. You are required to participate. There is no specific amount or number of posts, but you need to be able to demonstrate that you participated in conversations and connected with your classmates. **Various due dates throughout the semester. See Reggient.**
- 3) **Supervisor Evaluations (Final).** Information provided by the site supervisor will account for 40% of the student's grade. Site supervisors will turn in a final evaluation. This evaluation will contain a number grade (0-100) for the student's performance and answer questions about their work, professional behavior, knowledge in the area, and professional appearance. The supervisor will also certify that the student has completed the required number of hours of service for his/her project. The Minor Coordinator is responsible for sending and collecting the evaluation. Make sure to send Minor Coordinator the contact information for your immediate supervisor. **Due at the end of semester.**
- 4) **Self-Reflection ("Person in the Mirror").** Tell me about a book that you read this semester that relates to civic engagement, service, sense of community, or citizenship. Identify and read a book related to your experience. I want you to consider your own experiences with service and what led you into this minor and this service learning activity. In your **two page paper** [that you will include with your portfolio], briefly tell me about the book and what it means to you as you reflect on your experience and sense of civic engagement. Consider, whether you would recommend the book and why? What did you like or not like? **Due at the end of semester w Portfolio.**
- 5) **Portfolio and Final Report.** The portfolio and final report can be emailed or dropped off in person. The purpose of this portfolio is to collect different samples of student work and evaluate their experience in the professional practice. Because the nature of assignments will vary widely, the exact form and format of portfolios will vary too. The portfolio and final report should include:
 - a. Cover page. This will include name of the student, agency where the student worked, supervisor name, and credits earned.
 - b. Copy of student's current resume.
 - c. Collection of samples of work (products worked on during the internship). This can include copies of press-releases, articles written and published, pictures of events that were organized, pictures that were published, video clips that were shot or edited, video clips in which students participated, sample of web-page developed, letters written, program rundowns, brochures, newsletters, and/or press-kits. Each sample of work should include an introduction that describes the activity that the student was responsible for and what did the student contribute within the project. Additionally indicate who conceived the idea, who wrote, who edited the project and which additional people contributed to the project. Please include samples of projects you worked on, even if the final draft was not yours.
 - d. Self-analysis report (7-10 pages). In the paper, students will provide a self-analysis, reflection, and review of their performance and experience in the field. This paper should include a description of your responsibilities, activities, and any outcomes. I would suggest that you journal on a daily or consistent basis. **Due at the end of semester.**

Below is a description of the distribution of points in this course:

Assignment	Percentage	Grade
1) Placement Request	10	
2) Discussion Question Sets 1&2	10	
3) Supervisor Final Evaluation	40	
4) Self-Reflection Paper	10	
5) Portfolio and Final Report	30	

Grades are awarded based on the quality of your performance, evaluated in the context of your mastery of the concepts discussed in this course and the general expectations of an upper division university student at Illinois State University. Letter grades reflect an assessment that your performance:

- A** achievement that is outstanding relative to the level necessary to meet course requirements
- B** achievement that is significantly above the level necessary to meet course requirements
- C** achievement that meets the course requirements in every respect
- D** achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F** Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed.

Students with disabilities: Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 309-438-5853 (voice), 309-438-8620 (TDD).