

Term Information

Effective Term Spring 2013

General Information

Course Bulletin Listing/Subject Area Arts and Sciences
Fiscal Unit/Academic Org ASC Administration - D4350
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4157S
Course Title An Undergraduate Writing Experience for Social Change
Transcript Abbreviation U-WE Social Change
Course Description A service-learning course that will use writing to make a difference in students' lives drawing on the principles of mentoring/leadership, diversity/privilege, and urban literacy by engaging students in partnerships with Columbus City Schools.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term No
Max Credit Hours/Units Allowed 6
Max Completions Allowed 2
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0101
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Quarters to Semesters

Quarters to Semesters

Give a rationale statement explaining the purpose of the new course

New course

To assist with writing, enable reflection on personal educational background, teach the complexities of education through lived community partner experiences, and generate ideas on combating inequalities of education through literacy.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Allow OSU students to serve as a mentor/role models to our CCS clients to cultivate effective skills to be advocates for social change and leaders in society
- Provide supplemental literacy support in the K-12 classroom to help expose our OSU students to reading and writing for social change
- Develop social change writing and critical thinking through weekly reporting and reflective writing exercises. Students will present their work in a multimodal format to demonstrate the significance of the service-learning experience
- Enhance OSU student skills in the areas of brainstorming, reading for ideas, personal writing/revising, public speaking, and collaborative peer review and response
- Challenge CCS students who are gifted writers, help those who are in need of encouragement and literacy support, and work one-on-one/collaborative groups with K-12 youth to enable them to leave the program better writers, readers, and speakers

Content Topic List

- Module 1: K-12 Community Partner—will introduce the OSU students to the community partners and prepare them to execute the mentoring/tutoring they will be performing in the K-12 classroom
- Module 2: U-WE—will provide an introduction to the social, political, and economic issues that affect the educational experiences of America's youth. Two central themes of this module are the concepts of literacy and justice
- Module 3: Social Change Writing—includes finding credible sources and reflective thoughts for the social change paper topic, drafting the outline, refining the content, and creating the social change audio-video presentation

Attachments

- FNL Syllabus Deliverable S Designation.doc
(Syllabus. Owner: Houston, Patricia A)
- FNL Syllabus_Spring Semester_S Designation[1].pdf
(Syllabus. Owner: Houston, Patricia A)
- U_WE_Hill McClary Submission[1].pdf
(Other Supporting Documentation. Owner: Houston, Patricia A)
- Weekly Reflection Sheet_4157S Course_NHMcCLARY.pdf
(Other Supporting Documentation. Owner: Houston, Patricia A)

Comments

- Revision Requested *(by Carlson,Wayne Earl on 09/06/2012 01:24 PM)*
- This is a 3-hour course per revised syllabus attached. SL documents also attached. *(by Houston,Patricia A on 09/05/2012 09:02 AM)*
- -Course bulletin listing should be: Arts and Sciences.
 - For fiscal unit, please choose "Arts & Sciences Administration"
 - Syllabus: first line under course description refers to 2-hr course. Is it a 2 or 3 cr course?
 - SL has recently revised submission instructions. If you need these, please contact Harmony Cox (cox.529). Most often, those documents are attached in the course package when submitting the course for review. *(by Vankeerbergen,Bernadette Chantal on 08/27/2012 12:39 PM)*
- Initially, the course looks good but a syllabus is necessary. Also you should contact Service Learning to get S-designation. Finally, this course should be listed under CSTW once available. *(by Heysel,Garett Robert on 07/18/2012 06:55 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Houston,Patricia A	07/17/2012 10:15 AM	Submitted for Approval
Revision Requested	Heysel,Garett Robert	07/18/2012 06:55 PM	Unit Approval
Submitted	Houston,Patricia A	07/19/2012 09:20 AM	Submitted for Approval
Approved	Heysel,Garett Robert	08/13/2012 11:47 AM	Unit Approval
Approved	Heysel,Garett Robert	08/13/2012 11:49 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	08/27/2012 12:39 PM	ASCCAO Approval
Submitted	Houston,Patricia A	09/06/2012 10:09 AM	Submitted for Approval
Approved	Houston,Patricia A	09/06/2012 10:10 AM	Unit Approval
Revision Requested	Carlson,Wayne Earl	09/06/2012 01:24 PM	College Approval
Submitted	Hanlin,Deborah Kay	09/07/2012 11:35 AM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	09/07/2012 11:45 AM	Unit Approval
Approved	Heysel,Garett Robert	09/09/2012 04:33 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/14/2012 02:10 PM	ASCCAO Approval
Submitted	Hanlin,Deborah Kay	09/14/2012 02:11 PM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	09/14/2012 02:11 PM	Unit Approval
Approved	Carlson,Wayne Earl	09/20/2012 06:08 AM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	09/20/2012 06:08 AM	ASCCAO Approval



The Ohio State University -- College of Arts and Sciences
Center for the Study and Teaching of Writing
**ARTSSCI 4157S - An Undergraduate
Writing Experience for Social Change (U-WE)
A CSTW Service-Learning Outreach Experience
Spring Semester 2013**

Course Instructor:

Nancy Hill McClary, Ph.D.

485A Mendenhall Lab

Phone: 614-688-5357

Email: mcclary.16@osu.edu

All office hours are arranged by appointment.

Class time & location: Mondays, 12:00 PM 2:00 PM
060 Science and Engineering Library
Learning Collaborative Studio

Credits: 3 credit hours

Prerequisites: None

Requirements: Rank 3 or higher. Students must be able to work at one of the following Service-Learning Offsite Options:

1. Mondays, 8:30 am – 10:30 am
2. Tuesdays, 11 am – 1 pm
3. Wednesdays, 3 pm – 5 pm
4. Thursdays, 8:30 am – 1 pm

Course Description / Format

This 3 credit hour service-learning course will use writing to make a difference in students' lives drawing on the principles of mentoring/leadership, diversity/privilege, and urban literacy by engaging students in partnerships with Columbus City Schools (CCS) K-12 students. Social change writing is a type of writing that is used to inform people about social issues and persuade them that change is possible, and it is the responsibility of the reader to help make change. The classroom environment will be a rich technology-based learning studio in the Science and Engineering Library.

Definition of "U-WE": U-WE seeks to assist OSU students in their evaluation of the educational system in America, so that they may reflect on their personal educational background, learn about the complexities of education through the lived experiences of our community partners, and generate ideas on how to combat the inequalities of education through literacy.

Content of the Three Curriculum Modules: The semester U-WE S-L class is divided into three modules that will focus on diverse thematic literacy-based classroom activities using selected book titles:

- **Module 1: K-12 Community Partner**—From Innocence to Entitlement: A Love Logic Cure for the Tragedy of Entitlement, Love and Logic Institute, Inc., 2005. (Semester Weeks #1 thru #4). This module will introduce the OSU students to the community partners and prepare them to execute the mentoring/tutoring they will be performing in the K-12 classroom.

- **Module 2: U-WE**—Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest, Second Edition, Patrick J. Finn, 2009 (Semester Weeks #5 thru 9). This module provides an introduction to the social, political, and economic issues that affect the educational experiences of America’s youth. Two central themes of this module are the concepts of literacy and justice.
- **Module 3: Social Change Writing**—A Framework for Understanding Poverty, Fourth Revised Edition, Ruby K. Payne, Ph.D., 1996 (Semester Weeks #10 thru #15). The content of this module includes finding credible sources and reflective thoughts for the social change paper topic, drafting the outline, refining the content, and creating the social change audio-video presentation.

Service-Learning Offsite Schedule:

Starts: Week of Jan 27, 2013

Ends: Week of Mar 3, 2013

At the offsite locations, OSU students will act as tutors in the CCS classrooms helping students execute 40-minute literacy-based activity modules. OSU student-mentors are expected to place emphasis on our community partners achieving the highest quality of writing output, classroom engagement, and grade-level academic performance. OSU students will receive training to develop diverse offsite intervention approaches when we address K-12 classroom management, diversity/privilege, tutoring, leadership, urban schools, and presentational speaking through roleplaying and discussion.

The course requires students to select one of the following service-learning offsite options for their eight week assignment (1.5 hours) at one Columbus City Schools (specific school sites to be determined):

- Mondays, 7 am – 8:30 am
- Tuesdays, 11 am – 1 pm
- Wednesdays, 3 pm – 5 pm
- Thursdays, 7 am - 9 am
- Thursdays, 10 am – 12 noon

Students will also meet with their site leader for 1 hour once a week for the last five weeks of the service-learning course and be required to complete

Course Objectives

The objectives of this service-learning outreach course are as follows:

1. Allow OSU students to serve as a mentor/role models to our CCS clients to cultivate effective skills to be advocates for social change and leaders in society.
2. Provide supplemental literacy support in the K-12 classroom to help expose our OSU students to reading and writing for social change.
3. Develop OSU student social change writing and critical thinking through weekly reporting and reflective writing exercises. At the end of class, student will present their work in a multimodal format to demonstrate the significance of the service-learning experience.
4. Enhance OSU student skills in the areas of brainstorming, reading for ideas, personal writing/ revising, public speaking, and collaborative peer review and response.
5. Challenge CCS students who are gifted writers, help those who are in need of encouragement and literacy support, and work one-on-one/collaborative groups with K-12 youth to enable them to leave the program better writers, readers, and speakers.

Goals, Expectations, and Responsibilities

For Course Instructors:

This course will introduce you to tutoring, mentoring, leadership, and reflective writing. Students will receive tutor training and information about the participating schools within the Franklin County Columbus City Schools (CCS) and area adult literacy agencies. Instructors and guest speakers will facilitate discussions on the readings, written assignments, reflections, social change papers, oral presentations, and mentoring on service-learning literacy outreach. In addition, the course will address other important issues such as student motivation, appropriate forms of verbal communication, student behavior management, the writing process, and K-12 classroom etiquette.

For Students

OSU students will be asked to examine such topics as social change writing, tutoring, mentoring/role modeling, leadership, urban schools, poverty, K-12 classroom management, diversity/privilege, which will be featured prominently in this course. These discussions will focus on self-efficacy, mindsets, presentational speaking, character education, and taking initiatives (oral and written) to make a change.

On site, student-mentors are expected to place emphasis on our community partners achieving the highest quality of writing engagement output and grade-level academic performance. The onsite intervention approaches will vary in format and topic. OSU students are expected to act as ambassadors of Ohio State. Daily reflective writing exercises will allow OSU students to express their thoughts on assigned topics and readings, classroom observations, and life changing experiences.

For Community Partners

Our K-12 community partners (teachers) will be asked to prepare their students for our weekly onsite visits by emphasizing the importance of student responsibility, commitment, and attendance to the success of this OSU-CCS collaborative partnership. We anticipate that our teachers will address classroom management and student behavior issues that inhibit engagement and motivation to produce satisfactory output.

Memorandum of Agreement

Social change writing involves critical thinking and serious contemplation to reflect on personal growth and lessons learned to create a change. To reflect the serious commitment that we are making to our student-partners, OSU students will be asked to help draft and sign a Memorandum of Agreement Letter regarding our course and community goals. The agreement will be developed during the first week of the semester and signed by each student, his or her site leader, and the instructor.

Required Texts

- **Module 1:** *From Innocence to Entitlement: A Love Logic Cure for the Tragedy of Entitlement, Love and Logic Institute, Inc., 2005.*
- **Module 2:** *Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest, Second Edition, Patrick J. Finn, 2009*
- **Module 3:** *A Framework for Understanding Poverty, Fourth Revised Edition, Ruby K. Payne, Ph.D., 1996.*

Students will also be provided with articles that focus on social change writing, classroom etiquette, education, sociology, civic engagement, community service, service-learning, urban students and schools.

Course Requirements

Preparation for Service

OSU students will be prepared for their service activity during a two-week orientation and training on school culture, community service etiquette, and sensitivity to K-12 student life situations (i.e., pregnancy, home life, attendance, classroom behavior, attitudes, safety awareness). We will expose students to real-life scenarios through readings, discussions, and role playing so they know what to expect and how to be most effective in the K-12 classroom.

Two student assistants with more than 3 years partnership experience assisted with the design of our service-learning curriculum and the writing of this grant submission. Serving as guest speakers with other CSTW Outreach Consultants, these student teaching assistants will provide valuable advice, share their personal experiences, and offer suggestions about each K-12 offsite.

OSU students will also participate in onsite school observations to get a personal view of CCS students in their classrooms and meet teachers and school administrators. CCS principals and teachers have already made requests to meet with the OSU students as a group prior to startup. They will informally address CCS student cultural sensitivity, “the classroom experience,” the school’s culture, and their expectations as a participating community partner.

On the second day of class, undergraduate students will reflect the serious commitment they are making to our community partners by helping to draft and sign a Memorandum of Agreement Letter regarding our course objectives, community service goals, and expectations for their time and effort.

Lastly, students will have assigned readings across the three curriculum modules that are designed to address issues of race, class, literacy, cultural sensitivity, and social change. The goal of this service-learning course is to provide students ongoing training and assessment as part of our commitment to making a difference for both the OSU students and the greater Columbus community.

Reflection Activities

Our U-WE S-L course includes three structured reflection assignments and presentation activities listed below that connect the community service to academic concepts. All three activities encourage critical thinking.

- **Weekly Reflection Sheets:** Students will complete a one-page Reflection Sheet form each week following their offsite visit to a school site. **All assignments using the template form must be posted to Carmen’s Dropbox area no later than 48 hours after your school site visit.** Points will be based on the content of the responses.
- **Offsite Team Presentations:** Each week students will have 15 minutes to meet with all the members of their offsite team to prepare a mini-presentation (10 minutes) about what happened at their school site. The team’s job is to motivate the class forum to engage in the discussion based on the thematic Module topic for that week. Points will be based on the content of the presentations and forum engagement level.
- **Social Change Writing Report and Oral Presentations:** Students will write a 3-page social change-centered report based on their work at a CCS site and classroom discussions/lectures to demonstrate the significance of their service-learning experience. A social change report involves critical thinking and reflects your personal growth and lessons learned to create a change or a commentary piece of work that recommends a rationale for change or represents a solution for change or transformation.

The topic must focus on education and can address any audience group (i.e., students, teachers, principals, superintendent, policy-makers, parents, counselors, youth, community, etc.). A secondary output is for the students to produce a multimedia 3- to 5-minute oral presentation based on their social change written piece. All presentations will be compiled into a single iMovie showing on the last two days of the semester for students and the university community. Points will be based on the content of the written report and oral presentation. Students will receive two copies of their DVD.

Evaluation

The following points will be given for each of the course requirements:

Reflective Writing Assignments	150 points (Six assignments @ 25 pts)
Offsite Team Presentations	150 points (Six presentations @ 25 pts)
Classroom Writing Assignments	140 points (Seven @ 25 pts)
Offsite CCS Schools Participation	150 points (Six visits @ 25 pts)
Final Social Change Report	100 points
<u>Final Social Change iMovie Presentation</u>	<u>100 points</u>
Total	790 points

The grading scale on Carmen will be used to assign grades.

Late work will not be accepted without penalty unless appropriate arrangements have been made with the site leader and/or course instructor and documentation is submitted.

Weekly Assignments

Module 1: K-12 Community Partner—Week of Jan 7 through Week of Jan 28

Readings: *From Innocence to Entitlement: A Love Logic Cure for the Tragedy of Entitlement*, Love and Logic Institute, Inc., 2005.

Semester Start Date: Jan 7

School Site Observations Begin This Week

Welcome & Self-Introductions. Goal is to address K-12 classroom dynamics, classroom management, the roles of entitlement and self-esteem in the classroom, diversity of students and student situations, and the role of service-learning in the classroom.

Semester Week 1, Jan 14

School Site Observations Continue This Week

Guest Speaker

Assignment Topic: Learning About Our Community Partner. Goal is to address how the service learning class will direct impact youth in our community, expected participation in the class, reflect on their own sense of entitlement and desire to serve.

Reading Assignment: Chapters 1-3 (Including the preface).

Written Assignment: Write a 1-2 page journal entry addressing the following questions:
Describe a time when you felt entitled to something and what led you to feel this way.

You must post your written work in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Semester Week 2: Jan 21, No Class

Semester Week 3, Jan 28

School Site Visit#1 Begin This Week

Assignment Topic: **Mindful of the Classroom Atmosphere.** Students will reflect on their visit to the service sites and observations of the classrooms they will be working in. Module will consider diversity in the classroom, teaching styles, and self-esteem of the K-12 students.

Written Assignment: Write a 1-2 page journal entry about your classroom observations considering the following. What types of student behaviors stood out to you? What was the atmosphere of the class when it began? When it ended? How diverse did the class seem to you? How do you feel your service will make an impact at the site you visited?

You must post your written work in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Memorandum of Agreement Letter—Drafting and signing after participation in personal reflection in an effort to understand the children we will be working with, the community partners we will be assisting, and the service we will be providing.

Module 2: U-WE—Week of Feb 4 through Week of Mar 4

Readings: *Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest, Second Edition*, Patrick J. Finn, 2009

Semester Week 4, Feb 4

School Site Week #2

Guest Speaker

Assignment: A Trip Back Down Memory Lane. Goal is for students to assess their K-12 educational experiences against Finn's evaluation of education across geography and economic status. Additionally, students will reflect and draw connections between their visitation with community partners and Finn's critique of the inequality built into the American school system.

Reading Assignment: Chapters 1-2, 4.

Written Assignment: Write a 1-2 page journal entry comparing your observations upon visiting the community partners with your own personal experiences attending K-12.

You must post your written work in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Semester Week 5, Feb 11

School Site Week #3

Assignment: Which Language Do You Speak?: Goal is for students to take a look at implicit and explicit language and how they are related to values, attitudes, beliefs and behaviors of working class and middle class children. Part of this week's assignment will include a series of class debate on the advantages and disadvantages of language.

Reading Assignment: Chapters 5-7.

Writing Assignment: Write a 1-2 page journal entry addressing this question: "Is it fair for teachers to place a higher value on one style of language over another? Include an evaluation of which style of language you use to communicate with students and how they communicate with you.

You must post your written work in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Semester Week 6, Feb 18

School Site Week #4

*Assignment: **Un-Layering Literacy:*** Goal is for students to introduce to four different levels of literacy: performative, functional, informational, and powerful. This week students will discuss the advantages and disadvantages of literacy, in connection to place, class, and in some instances race. In addition, students will brainstorm methods on how to combat disparities within literacy.

Reading Assignment: Chapters 9-10, and 12.

Writing Assignment: According to Patrick Finn, "We are mystified when working-class children learn to read and write but do not progress to informational and powerful literacy..." Write a 1-2 page journal entry addressing this question: "When can we begin to move beyond the basics of reading and writing and foster a learning environment where children are encouraged to be logical, explicit thinkers?"

You must post your written work in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Semester Week 7, Feb 25

School Site Week #5

*Assignment: **The Plight of Working-Class Students.*** Goal is for students to pay close attention to the plight of working-class children who are part of the American school system. Students will investigate the ways in which civil and political rights impact behavior and performance in school. In addition students will discuss ways to combat inequalities in the classroom one student at a time.

Reading Assignment: Chapters 13-16

Writing Assignment: Write a 1-2 page journal entry addressing this question: "If poverty is believed to be the culprit for inequalities in American education, what is the solution?"

You must post your written work in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Semester Week 8, Mar 4

School Site Week #6 (Last school site visit!)

*Assignment: **The Power of the Pen.*** Goal of this final week is to examine Freirean motivation as a potential solution to transform poor and working-class schools. Students will be asked to consider how programs such as U-WE can help level the field when it comes to students' rights to high-level literacy.

Reading Assignment: Chapters 17-20

Writing Assignment: Looking back at the past ten weeks of the semester, how would you evaluate U-WE's commitment to aiding community partners to achieve the "highest quality of writing engagement output"? How would you evaluate your own performance? Write a 1-2 page journal entry addressing these questions.

You must post your written work in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Spring Break: Mar 11, No Class

Module 3: Social Change Writing—Week of Mar 18 through Week of Apr 15

Readings: *A Framework for Understanding Poverty, Fourth Revised Edition*,
Ruby K. Payne, Ph.D., 1996.

Semester Week 9, Mar 18

Introduce Social Change Writing Project: Define it

Guest Speaker to Motivate Students to Write (Gisell Jeter)

Assignment Topic: Credible vs. Non-Credible Sources. Goal is to have students practice finding credible sources from the Internet and compiling information from their reflection forms.

Reading: Statistics About Class, Chapters 1-3

Site Leader Office Visit: Students will meet with their site leader for 1 hour to discuss progress on social change report.

You must post your written work in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Semester Week 10, Mar 25

Guest Speaker on: Tuning in to Effective, Good Writing (Angie Romines)

Assignment Topic: Getting Started and Staying Organized. Goal is to have students draft a complete outline for their social change papers.

Reading: Generational Poverty, Chapters 4-5

Site Leader Office Visit: Students will meet with their site leader for 1 hour to discuss progress on social change report.

You must post your written work in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Semester Week 11, Apr 1

What makes it Social Change in Nature?

Assignment Topic: Writing a Successful Social Change Paper. Goal is to help students draft the elements of a successful introduction, refine the content, and write a strong conclusion.

Reading: Support Systems, Chapters 6-9

Site Leader Office Visit: Students will meet with their site leader for 1 hour to discuss progress on social change report.

You must post a draft of your written work for review in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Semester Week 12, Apr 8

Assignment Topic: iMovie Introduction. Goal is to help students understand how to use iMovie software and create their social change audio-video presentation.

Site Leader Office Visit: Students will meet with their site leader for 1 hour to discuss progress on social change report and/or iMovie Production.

You must post a draft of your written and/or iMovie work for review in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Semester Week 13, Apr 15

Assignment Topic: iMovie Production. Goal is finalize the iMovie social change audio-video presentations

Site Leader Office Visit: Students will meet with their site leader for 1 hour to preview the iMovie Production.

You must post a draft of your written and/or iMovie work for review in Carmen's Dropbox area **no later than Sunday midnight before the next Monday class.**

Semester Week 14, Apr 22, **Last Day of Class**

Showcase of social change presentations: Day

Written Social Change Paper Due (Due April 22)

Exam Week, April 29, No Class

Student Conduct

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Late Writing Assignments, Missed Assignments, or Missed Service-Learning Site Visits: Late writing assignments will not be accepted unless arrangements have been in advance in writing. If you are sick (or will be on travel) and miss a due date for a writing assignment or service-learning site visit, please email me at mcclary.16@osu.edu and call at 614-688-5357 in advance preferably (and no later than the next day), to make arrangements for make-up work. If you miss two or more writing assignments or service-learning site visits without my prior knowledge or awareness, you forfeit all of your points for that writing assignment.

Expectations for Student and Participation: The success of your campus classroom and offsite classroom experience will be governed by your participation and passionate engagement and completion of all reading and written assignments. Learning outcomes will depend on your willingness to openly share ideas about social change, display of your confidence and pride in your abilities, and respect for your classmates and instructors.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

Grievances and Solving Problems: According to University Policies available from the Division of Student Affairs, problems should be handled in the following manner: "You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department."

Statement on Diversity: The Department of Consumer Sciences affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from themselves. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Service-Learning Designation Request Form

Please complete this form and attach it to your Course Request or Course Change Request when you request the S-Designation. If you have questions or need more information, please contact us at slearning@osu.edu.

(Note: This version of the S-Designation Request Form will only be used to determine assignment of the S-designation for submitted courses. If you would like to seek approval for the GE Open Option as well as the S-designation, please contact the Service-Learning Initiative at slearning@osu.edu.)

1. Has this class previously received an S-Designation? **No**

2. Is this class always taught with a service-learning component? **Yes**

(if no, please provide details)

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

At the offsite locations, OSU students will act as tutors in the CCS classrooms helping students execute 40-minute literacy-based activity modules (essay writing, debates, radio announcements, poetry, skits, creative writing, etc.). OSU student-mentors are expected to work one-on-one or lead collaboration groups of one to three CCS students to help students achieve the highest quality of writing output, classroom engagement, and grade-level academic performance. OSU students will receive training to develop diverse offsite intervention approaches when we address K-12 classroom management, diversity/privilege, tutoring, leadership, urban schools, and presentational speaking through roleplaying, discussion, and weekly onsite team presentations.

The course requires students to select one of the following service-learning offsite options for their six week tutor assignment at one Columbus City Schools (specific school sites to be determined):

- Mondays, 8:30 am – 10:30 am
- Tuesdays, 11 am – 1 pm
- Wednesdays, 3 pm – 5 pm
- Thursdays, 7 am - 9 am
- Thursdays, 9 am – 1:00 pm

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s)?

Our K-12 teachers have asked us to challenge their students based on many learning curves and develop curriculum that is creative, fun, and in many ways futuristic! Our 10-years of outreach experience has shown us that sometimes we have to take a step back from the curriculum and ask the students what they really need to help them complete a specific writing task.

One of the priorities of Columbus City School is being "...committed to providing a variety of high-level academic programs and partnerships to our students." This S-L project should address the overall changing nature of writing for our K-12 clients so we have to bring a flavor and flair to reading, writing, and speaking. In addition, the work of our undergraduate students has to be grounded in using flexible, unique techniques and approaches to teach/tutor on literacy.

We understand that the success of this S-L project for our community partners is built on enhancing CCS student confidence and self-determination to help bridge the gap between student potential and application. CCS students can benefit greatly from the literacy component provided by onsite work with OSU because it has the potential to impact the literacy skill set for daily classroom assignments, homework, and standardized test scores in compliance with the District's 2012-2013 initiative. We are confident that this project will continue to have long-term impacts on our students both inside and outside the classroom.

Our S-L project also allows the undergraduate students the benefits of providing continuous affirmations and feedback on output, deep conversations, critical thinking, and diverse learning that engages CCS students in non-traditional ways.

5. Service-Learning activities are all based on an agreement between three parties each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

a) Faculty

Faculty will introduce students to tutoring, mentoring, leadership, and reflective writing. Students will receive tutor training and information about the participating schools within the Franklin County Columbus City Schools (CCS) and area adult literacy agencies. Instructors and guest speakers will facilitate discussions on the readings, written assignments, reflections, social change papers, oral presentations, and mentoring on service-learning literacy outreach. In addition, faculty will address other important noncontent issues such as student motivation, appropriate forms of verbal communication, K-12 classroom behavior management, the writing process, and K-12 classroom and afterschool etiquette.

b) Students

OSU students will be assigned to work as tutor-mentors in CCS classrooms. Social change writing, tutoring, mentoring/role modeling, leadership, urban schools, poverty, K-12 classroom management, and diversity/privilege will be featured prominently in the course. Other discussion topics to be examined in the campus course include self-efficacy, mindsets, presentational speaking, character education, and taking initiatives (oral and written) to make a change.

c) The community partner(s)

Our K-12 community partners (administrators, teachers, students) will be asked to be prepared for our weekly onsite visits with emphasis on the importance of student responsibility, partnership, commitment, and attendance to the success of this OSU-CCS collaborative partnership. We anticipate that our teachers will address classroom management and student behavior issues that inhibit engagement and motivation to produce satisfactory output.

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

The Director of CSTW, Richard “Dickie” Selfe comments: “We conducted an external review and strategic planning retreat last year. One of our goals coming out of both was to increase the number of OSU undergraduates involved in the writing support work that we conduct. The Outreach Program, coordinated by Dr. Nancy Hill-McClary, responded to this goal by putting together what looks like a fantastic community literacy Service-Learning Outreach course. Nancy’s A&P staff position allows her to teach up to one course per term. That course will be integrated carefully into her program in CSTW. Therefore, it is likely to help improve the writing skills of her clients (K-12 students) as well as the OSU undergraduate students. I support her in the continuous teaching of this service-learning outreach course going forward. I will also provide departmental funding on a yearly basis.”

The strength and sustainability of the community partnership with Columbus City Schools sites is represented by the strong support that OSU has always received from school principals, assistant principals, elementary and middle school library media specialists, onsite teachers, and resource educators as well as parents and students. These school administrators have expressed their excitement in being involved with our program over the years and how it has greatly improved the writing, oral skills, and confidence of their students. Their onsite support was invaluable with respect to student recruitment, program communication, and parent interaction.

COURSE GOALS

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

This service-learning outreach course enhances our existing youth education community project with the inclusion of a “writing to make a difference” component while engaging students in mentoring-tutoring in Columbus City Schools. Social change writing is a type of writing that is used to inform people

about social issues and persuade them that change is possible. Our U-WE course seeks to assist OSU students in their evaluation of the educational system in America. Students are also able to reflect on their personal educational background, learn about the complexities of education through the lived experiences of our community partners, and generate ideas on how to combat the inequalities of education through literacy.

The two learning objectives and related course goals are as follows:

Objective A: Students will become social change agents for literacy education

Goal A1: Students draw connections between their K-12 educational experiences and their visitation with community partners.

Goal A2: Students understand the advantages and disadvantages of literacy, in connection to place, class, and learning styles.

Goal A3: Students define potential solutions to transform poor and working-class schools to access high-level literacy.

Objective B: Students will be able to write and speak effectively across their discipline

Goal A1: Students find credible sources on Internet and compile information from their reflection forms

Goal B2: Students complete outline for social change papers

Goal B3: Students draft the elements of a successful introduction, refine the content, and write a strong conclusion

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in Service-Learning courses:

- Students make connections between concepts and skills learned in an academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service learning activity.

a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work

Weekly Reflection Sheets: Students will complete a one-page Reflection Sheet form (attached) each week following their concepts learned through the reading/writing assignments and their offsite visit to a school site. The purpose of this form is threefold: 1) capture the specific details of their community-based work, 2) rate their weekly experiences for its impact on the literacy

learning for 21st century students, and 3) assign a low, medium, or high personal rating to their own community work. OSU students are required to post their responses on the form within 48 hours, which will allow them to report more accurately.

Offsite Team Presentations: Each week students will have 10 minutes to meet with all the members of their offsite team to prepare a mini-presentation (10-15 minutes) about what happened at their school site. The team's job is to motivate the class forum to engage in the discussion based on the thematic Module topic for that week and accompanying readings.

- b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working.

This course is designed to be taught across three curriculum modules that focus on diverse thematic topics that will connect the community work to the weekly learning and reinforce the learning experience.

- **Module 1:** K-12 Community Partner introduces the OSU students to the community partners and prepare them to execute the mentoring/tutoring they will be performing in the K-12 classroom.
- **Module 2:** U-WE provides an introduction to the social, political, and economic issues that affect the educational experiences of America's youth. Two central themes of this module are the concepts of literacy and justice.
- **Module 3:** Social Change Writing includes finding credible sources and reflective thoughts for the social change paper topic, drafting the outline, refining the content, and creating the social change audio-video presentation.

- c) How does the course promote reflection on and evaluation of the impacts of the service learning activity.

The course promotes reflection on and evaluation of the service-learning project through two course elements. The first is a Social Change Writing Report and the second component is an Oral-Video Presentation on the last day of the class. The public will be invited to this event. A brief explanation of each course component follows.

- **Social Change Writing Report.** Students write a 3-page social change-centered, persuasive essay based on their work at a CCS site and classroom discussions/lectures. The focus of the topic must address education in some capacity and can be written for any selected audience group.
- **Oral-Video Presentation.** Students produce a multimedia 3- to 5-minute oral presentation based on their social change written piece. Each presentation will be compiled into a single iMovie and students will receive two copies of their DVD movie.

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers,

embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

9. Please describe how student learning, with respect to the goals in #8 above, will be assessed in this course.

A **Two-Tier Course Assessment Plan** will measure academic concepts and indications of successful student learning for both the OSU students and K-12 community partner as follows.

- **Tier 1** allows both OSU and K-12 students to complete a 1-page survey to evaluate their own attitudes about writing (e.g., expected grades, importance of grades, writing drive, interest in writing, fears about writing).
- **Tier 2** evaluates OSU and K-12 student learning and community impact based on a short term, intermediate, and long term outcomes, and writing and oral presentation rubrics that will reveal whether positive leaps were made in the following areas:
 - Amount of writing students were able to produce in a given time
 - Willingness to be able come up with original ideas
 - Display of confidence and pride in student writing
 - Content/organization, grammar mechanics, sentence structure, and word choice.

Our **indicators for understanding community partner culture** will be reflected in the productive classrooms environments with engaging activities in action. Classroom teaching strategies will be rated for cognitive, social, and emotional identity building and development, as well as writing skill enhancements. For example, grammar and spelling may be issues K-12 children struggled with—some more than others. As our programming progresses we expect to note fewer corrections on everything from fragmented sentences, lower case and capitalization, missing periods, and vocabulary and word choice to writing start up and sustaining focus on task.

Our community partner impact measures are:

- Enthusiasm with developing critical and analytical reading, thinking, writing, and speaking skills
- Achievement of 75% or higher passage score on state achievement exam and other in-school assessments
- Improvement in the literacy skill set with computer technology-focused instruction.

Indicators for service-learning impacts will be observations of creative classroom interactions between the OSU students-mentors and K-12 clients and meaningful mentoring and bonding with the CCS student. Specifically, CCS students should be excited about their writing assignments, able to add to their work or revise it in any fashion, and open to suggestions for improvement and multiple drafting of assignments for the greatest possible output. The final impact measure for the S-L experience will be the quality and content of social change essay and oral-video presentation.

ARTSSCI 4157S Weekly Reflection Sheet

Please **type your responses** on this reflection sheet based on the weekly activities at your school site. Your responses will be helpful for you to write your social change report. This form must be posted to Carmen's Dropbox area no later than 48 hours after your school site visit. Points will be based on the content of the responses.

Your Name: Offsite Week # _____ Semester _____, _____ Year	School Site Name, Day and Time Slot: Today's Date: _____
1. Title of the Workshop Session: 2. Briefly describe your activity for that day.	
3. What did you learn or do that informs/enhances what we do for this service-learning community project. Briefly explain?	
4. How did your weekly service-learning work make an impact the teaching and learning of writing in your 21 st century classroom?	
5. Provide an applicable quote from yourself or something your student said. What story does it tell?	
6. Place an X on the line below to indicate the rating you would give your day of activity for its impact on literacy learning. _____ Low Moderate High Please explain why you gave your project this rating.	