

# STEVENSON SERVICE LEARNING

Stevenson 27  
Summer 2015

## INSTRUCTOR

Geoff Childers  
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office hours: by appointment

## INTRODUCTION

This class is designed to connect academic literature on social change with actual practice out in the world. Each student will need to obtain an unpaid volunteer community service position. The position should provide at least 2 hours a week of service for the 10 weeks of the course and should be genuinely community-oriented. You might consider a position working with homeless people, assisting suicide prevention, protecting the environment, helping with education, volunteering at a library, aiding local police, or a position of your choice that serves the community.

Since this class is entirely online, your community service post could be in Santa Cruz, in your home town, or even at the South Pole (if the broadband is good). Please make sure you've secured your service position by the end of the first week of classes and that it continues until the last.

## GRADING

Grades will break down as follows.

Component	% of Grade
Journal/Blog/Video	30
Online Forum	30
Final Essay	40

### Journal/Blog/Video

Each student will keep a journal of their experience in the field. After each day at work, please make a note of the date and times worked, what you did, and any interesting anecdotes, information, or connections to class materials relevant to that day's work. These journal entries will not be collected, but they will constitute the field notes from which you will create your weekly blog posts. Blog posts should be about 1 page typed, double spaced, and posted to the class's eCommons site. Blog posts should discuss your work for the week as well as any connections to the class readings and noteworthy incidents. They can also include photos,

interviews with other volunteers, or other material relevant to your service learning experience. Blogs must be posted before midnight, Pacific Time, Sunday night.

By week 5, each student will make a short video blog showing some feature of the volunteer work you're doing, and post it to youtube. This will allow you to see the work your classmates are doing. Students are required to make substantive comments on the videos of 5 of their classmates, bearing in mind that this is an exercise in community-building, not in filmmaking technique.

### **Online Forum**

The discussion forum on eCommons will be our virtual classroom where we discuss the readings every week and how they connect with your field work. Each week, you will submit one question about the reading by Thursday and respond to one other student's question by Sunday (11:59 p.m. Pacific Time is the cutoff).

### **Final Essay**

A final essay is due at the end of the quarter. You will draw on the course readings, connecting them to your experience as a volunteer. The paper should be 5-7 pages in length and is due via email by Sunday, August 30th.

### **READINGS**

You will not need to purchase any books for this class! The readings will be available on eCommons.

### **ACADEMIC INTEGRITY**

As a community of scholars, we place high value on giving credit to those who deserve it. Submitting someone else's work as your own constitutes a serious violation of the standards of the community, and such dishonesty may lead to failing the class, or even to expulsion from the University. I encourage you to quote and paraphrase other scholars, to discuss their work, and to use their work to frame your own ideas, but you must always give credit by citing them. I periodically use Google to spot-check papers for plagiarism. If you have questions about the conventions of citation, please ask me or refer to the Division of Undergraduate Education's web page on academic integrity, which can be found at [http://www.ue.ucsc.edu/ai\\_student-guide](http://www.ue.ucsc.edu/ai_student-guide).