

# STEVENSON SERVICE LEARNING

Stevenson 27  
Summer 2016

## INSTRUCTOR

Geoff Childers  
gchilders@ucsc.edu  
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
Blog	20
Video	20
Online Forum	20
Final Essay	40

### Blog

Each student will write a weekly blog about their service work. Blog posts should be the equivalent of about 1/2 page typed, double spaced, and posted to the class's eCommons site. Use your blog to discuss your work for the week as well as any connections to the class readings and noteworthy incidents. They can also include photos, conversations with other volunteers, or any material relevant to your service learning experience. Blogs must be posted before midnight, Pacific Time, Sunday night. I encourage you to keep a journal with notes about each work day to draw from when writing your blogs and your final paper. You do not need to post a blog in week 1.

### **Video**

By week 5, you will make a short video showing some feature of the volunteer work you're doing, and post it to youtube. If your work involves strict confidentiality, you'll have to find ways to make an informative video without compromising anyone's privacy. These videos offer a window into the work your fellow students are doing. Students are required to make substantive comments on the videos of 5 of their classmates. Bear in mind that this is primarily 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 (midnight 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 4-6 pages in length and is due via email to [gchilders@gmail.com](mailto:gchilders@gmail.com) by Sunday, August 28th.

### **READINGS**

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

### **IMPORTANT DATES**

Drop deadline: July 4<sup>th</sup>

Withdrawal deadline: July 29<sup>th</sup>

### **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. 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).