

ORIGINATOR'S SECTION:

1. College: **COAS** Desired Term: **Fall** and Year **2007** of implementation.

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes _____ No **xx**

3. Course will be a variable-topics (generic) course? ("generic" is a placeholder for topics) Yes _____ No **xx**

4. Course abbreviation and Number:* **SL 399***

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Serving the Community

6. Abbreviated Title for Banner: (no more than 25 characters, including spaces)
Serving the Community

7. Number of Units: **3**

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Students will explore the rewards and challenges of voluntary community service. Course introduces the historical context of volunteerism in the U.S. and some of its economic and political ramifications. In addition to completing readings and written assignments, students will participate as volunteers in the community (minimum 100 hours of service to the community is required; 170 hours required for students receiving community service scholarships). Class meets for reflective discussion five times in the semester.

*This proposal was originally authored by Drs. Lynda Gaynor and Miriam Schustack; much of the language herein remains theirs.

9. Why is this course being proposed?

The course was offered previously through the Human Development program on an interim basis. The course is required for all students participating in the Community Service Scholarship program (which is administered through the Office of Community Service Learning), so it needs a permanent "home." *THIS COURSE WILL BE DELIVERED BY THE DIRECTOR OF CSL, AS PART OF HER/HIS REGULAR ASSIGNMENT. (SEE ATTACHED MEMO.)*
(mm)

10. Mode of Instruction*
(See pages 17-23 at <http://www.calstate.edu/cim/data-element/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture/Discussion	1	C-02
Social Science Activity	2	C-08
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times _____ (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s): N/A

17. Corequisite(s): N/A

18. Documentation attached: Syllabus or Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix: *
 No; course has been offered through Human Development department on an interim basis.

20. How often will this course be offered once established? * Annually (Spring semester)

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
 (Mandatory information - all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? YES NO
 If yes, please specify:
 This course is required for students participating in the Community Service Scholarship program.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No (HD will no longer need to "host" the course for the service learning program.)
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Human Development Staci L Beavers 12-14-05 Support Oppose
 Discipline Signature Date

 Discipline Signature Date Support Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Staci L Beavers 12/9/05
 Originator (please print or type name) Date

2. Staci L Beavers 12/9/05
 Program Director/Chair Date

3. Jule M. Garcia 02/02/06
 College Curriculum Committee Date

4. [Signature] 2/2/06
 College Dean (or Designee) Date

(UNIVERSITY LEVEL)

5. _____ Date
 UCC Committee Chair

6. _____ Date
 Vice President for Academic Affairs (or Designee)

7. _____ Date
 President (or Designee)

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

California State University San Marcos
Service Learning 399¹
Serving the Community
Spring 2006

Dr. Staci Beavers
6122 Craven Hall
750-4194
sbeavers@csusm.edu
Office Hours: 2:30-4 p.m. TR

Course Description: This course seeks to expose students to discussions and debates regarding community service and volunteerism. Students in this course are participating in the Community Service Scholarship program, funded this year by the Radin family, and will themselves be serving as volunteers for local non-profit agencies.

Course Objectives:

- for students to develop a personal appreciation of the benefits as well as the difficulties of serving as volunteers with local non-profit agencies;
- for students to develop an understanding of the broader dynamics and results of volunteerism/community service in the U.S. through class readings, discussions, and written assignments;
- for students to develop critical thinking and communications skills through class discussions and written assignments.

Course Organization: Most of the work of this course is conducted through students' volunteerism. We will meet five times as a class; attendance at class meetings is required to earn credit for the course.

Required Reading Materials:

Loeb, Paul Rogat (1999). *Soul of a Citizen: Living with Conviction in a Cynical Time*. New York: St. Martin's Griffin.

Mosle, Sara (2000). "The Vanity of Volunteerism." *The New York Times Magazine* (July 2), p. 22 (On E-Res; password: volunteer (all letters lower-case)).

Putnam, Robert D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Touchstone.

¹ This syllabus and its assignments draw heavily from a syllabus developed by Dr. Lynda Gaynor, former Director of the Office of Community Service Learning at CSUSM, for a previous section of HD 499C.

Assignments and Grades:

“Plagiarism Prevention Checkpoints”	15 (due by February 16)
Paper #1 Overview of Service Paper	50 (due February 16)
Paper #2 Book Review, <i>Soul of a Citizen</i>	75 (due March 16)
Paper #3 Book Review, <i>Bowling Alone</i>	75 (due April 20)
Paper #4 Placement Evaluation	75 (due May 4)
Total	290

Final grades will be assigned as follows: 93-100%=A; 90-92%=A-; 88-89%=B+; 83-87%=B; 80-82%=B-; 78-79%=C+; 73-77%=C; 70-72%=C-; 68-69%=D+; 63-67%=D; 60-62%=D-; 0-59%=F.

“Plagiarism Prevention Checkpoints”: These will be due by February 16. *Note: Students must score 100% on these Checkpoints in order to earn credit for the assignment.* “Plagiarism Prevention for Students” can be accessed at <http://library.csusm.edu/plagiarism/index.html>.

The three checkpoints can be accessed as follows:

“What Is Plagiarism?” http://library.csusm.edu/plagiarism/whatis/what_is_checkpoint.htm

“How to Avoid Plagiarism” http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_check.htm

“How to Credit Sources” http://library.csusm.edu/plagiarism/howtocredit/how_credit_check.htm

Papers: Assignments for papers are provided below.

Course Policies:

Academic Dishonesty: DON'T DO IT. Any student caught cheating (including plagiarism) will earn a failing grade. The case will also be handed to the Dean of Students for disciplinary action.

Late Papers/Make-up Exams: Only the most extreme, documented emergencies justify late work or missed exams.

Participation: Attendance at all class meetings is required for students to receive credit for the course. All students are encouraged to participate in class discussions. *If you end the semester with a “borderline” grade, I will determine your final grade based on the effectiveness of your overall class participation.* Disruptive behaviors will detract from a student’s “effectiveness” here.

COURSE OUTLINE & READING ASSIGNMENTS:²

January 19	Course Overview, discussion of service placements
February 16	Discuss service agencies, experiences (Paper #1 due)
March 16	Discuss <i>Soul of a Citizen</i> (Paper #2 due)
April 20	Discuss <i>Bowling Alone</i> (Paper #3 due)
May 4	Discuss Mosle, “The Vanity of Volunteerism” (E-Res) and wrap-up (Paper #3 due)

² Any changes will be announced in class.

ASSIGNMENTS³:

Paper #1 Overview of Service Paper (3-4 pages, due February 16): This assignment requires you to examine the organization for which you are working. In doing your research, you should consult any available documents as well as interview staff and/or clients of the organization.

- Explain the primary goals of this organization. What services does it provide, and why is it needed? (Or is it needed?)
- Provide a brief history of the agency.
- What are the agency's primary funding sources? Explain.
- Who are the agency's clients, and what would be the consequences to them if this agency did not exist?
- Explain your duties for the agency and your contributions to its work.

Your paper should include references to at least two outside sources exploring the issue(s). Sources should be appropriately documented (I suggest APA format).

Paper #2 Review of Paul Rogat Loeb's *Soul of a Citizen* (approximately 5 pages, due March 16): Your assessment of Loeb's book should include the following:

- What are the primary arguments the author is attempting to make, and how successful is he in making them?
- What are the book's primary strengths and weaknesses?
- What, if any, connections can you draw between the reading and your community service involvement?

Paper #3 Review of Robert Putnam's *Bowling Alone* (approximately 5 pages, due April 20): Follow the same format that you used for reviewing *Soul of a Citizen*.

Paper #3 Assignment Your final project should include the following:

- Letter of thanks to Community Service Scholarship benefactor (contact info TBA)
- A brief paper (3-4 pages) that includes the following:
 - An assessment of the value of your work to the agency for which you worked;
 - An assessment of how (or whether) participation in this program has affected you and your education.

³ These assignments draw heavily from materials provided by the following sources:

Assignments created by Dr. Lynda Gaynor for HD 499C.

Northwest Service Academy's "Service Reflection Toolkit," available at

http://www.studentsinservicetoamerica.org/tools_resources/docs/nwtoolkit.pdf (retrieved August 23, 2005).

Service Learning materials posted by the American Political Science Association, located at

<http://servicelearning.org/static/link/pages/1135.htm> (retrieved July 31, 2005).

Grading Criteria/Written Assignments**

An “A” paper exhibits superior writing that has, at most, only minor flaws. An “A” paper does all of the following:

- addresses the assignment clearly and responds effectively to all aspects of the task;
- explores the issues thoughtfully and in depth;
- is coherently organized, with ideas supported by apt reasons and well-chosen examples;
- is free from errors in mechanics, usage, and sentence structure.

A “B” paper demonstrates clear competence in writing. It may have some errors, but they are not serious enough to distract or confuse the reader. A “B” paper does all of the following:

- clearly addresses the topic but may respond to some aspects of the task more effectively than others;
- shows some depth and complexity of thought;
- is developed with appropriate reasons and examples, though some organizational flaws may remain;
- may have a few errors in mechanics, usage, and sentence structure.

A “C” paper demonstrates developing competence, but it is flawed in some significant way(s). A paper in this category reveals one or more of the following weaknesses:

- subject is clear, though essay misses one or more aspects of the task;
- demonstrates problems with organization, such as a lack of focus;
- demonstrates development problems, such as a lack of adequate details to support generalizations or providing details without generalizations;
- has an accumulation of errors in mechanics, usage, and sentence structure.

A “D” paper is seriously flawed. It reveals one or more of the following weaknesses:

- indicates confusion about the topic or neglects important aspects of the task;
- demonstrates significant organizational problems, lacking coherence or often failing to communicate its ideas;
- demonstrates serious developmental problems, such as providing simplistic generalizations without support;
- is marred by numerous errors in mechanics, usage, and sentence structure.

An “F” paper demonstrates fundamental deficiencies in writing skills. It reveals one or more of the following weaknesses:

- suggests an inability to comprehend the question or to respond meaningfully to the topic;
- is unfocused, illogical, or incoherent;
- provides little or no relevant support for the ideas put forward;
- has serious and persistent errors in word choice, mechanics, usage, and sentence structure.

**This rubric is taken largely verbatim from the *CSU English Placement Test Scoring Guide*. The full CSU guide is available at

<http://cai.cc.ca.us/SLOworkshops/Strand2/CSU%20English%20Placement%20Test%20Scoring%20Guide.doc>

ATTACH TO SL 399

Michael McDuffie

From: Staci Beavers
Sent: Thursday, January 26, 2006 3:01 PM
To: Michael McDuffie; Roger Arnold
Subject: FW: Office of Community Service Learning Director Search
Attachments: OCSL Director Memo.doc; OCSL Director Job Description.doc

Hi there,

Michael, please note that the "OCSL Director Job Description" specifies that the director will teach the community service scholarship course. I will be sure to emphasize to Mary Elizabeth that this needs to remain part of the job description regardless of who holds the post (i.e., staff, faculty, or MPP).

Staci

Roger, I've cc'd you per your request :-)

From: Spring Huemme
Sent: Thursday, January 26, 2006 2:57 PM
To: Staci Beavers
Subject: FW: Office of Community Service Learning Director Search

Staci ~

per your request.

Spring

~~~~~  
*Spring Huemme*  
Administrative Assistant for Academic Resources  
California State University San Marcos  
San Marcos, California 92096-0001  
Office: 760.750.8820  
Fax: 760.750.3150

---

**From:** Spring Huemme  
**Sent:** Wednesday, December 14, 2005 1:05 PM  
**Subject:** Office of Community Service Learning Director Search

Good Afternoon ~

The attached documents are being sent on behalf of Academic Resources.

Thank you ~

1/27/2006