

**Service Learning Syllabus in conjunction with
EDU 345: Language Arts I, EDU 370: Science and EDU 390: Mathematics Methods
Integrated into the EDU 355/395 Field Experience
Fall 2006**

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I. Description: A service learning project may be completed in conjunction with the regular Field Experience Lab required for EDU 345 and EDU 390. This service learning project is designed to be a comprehensive, integrated educational experience that fosters an understanding of the factors that may make a child at-risk* and allows the student to gain “hands-on” knowledge of how to differentiate learning skills for at-risk students.

The service learning component is offered to enable students not only to put the theory and pedagogical skills they learned into practice but also to develop their social skills and to be enriched by the experience of working with at-risk children.

II. Sites for the Fall Semester:

Nativity Prep School
1515 Linden Street
Wilmington, DE 19805
1-302-777-1015
Brother Ed Ogden, OSFS

St. Katharine Drexel School
1901 Potter St.
Chester, PA 19013
610-872-7358
Mrs. Joann Carroll

[**Please note:** There are two more school sites available in the spring semester. Both schools are located in North Philadelphia: Hope Partnership for Education and LaSalle Academy]

III. Knowledge Objectives: Academic Skills, Attitudes, Values, Life Skills

Through active participation and involvement in this project, students will:

A. Apply the knowledge of academic skills and theoretical concepts learned in EDU 345, EDU 370, and EDU 390 into an actual classroom setting

B. Experience a growth in the Neumann College Core Curriculum Learning Outcomes, especially in their ability to:

- Explain how Franciscan values are used in service of society
- Demonstrate the ability to engage in self-reflection
- Recognize and evaluate differences in individuals and cultures
- Work effectively in small groups
- Communicate ideas clearly and effectively in both written and oral forms

- C. Explore the characteristics of children at-risk
- D. Provide service to children at-risk
- E. Gain a greater understanding of their role in meeting the needs of children at-risk

IV. Learning Activities:

Students will visit the school at least six times and will spend approximately six hours (including travel time) each visit. During these visits the students will explore the following areas as described in the Field Experience Guidelines for EDU 355 and EDU 395:

- Community of Learners (History, Philosophy, Mission of the School Site)
- Curriculum Guidelines and Standards
- Selection process for Textbook and Materials
- Professional development of the Faculty and Staff
- Types of Assessment Used
- Record-keeping and Reporting
- Provision for Individual Differences
- Learning Environment
- Classroom Arrangement
- Teaching/Learning Strategies
- Management and Motivation Techniques

Neumann students will meet with the school principal and/or their mentor teacher to define the greatest area of need in which the students may help. Students will also participate in direct interactions with the children as directed by the mentor teacher at the school site. Most interactions will be geared to Language Arts, Science, and Math activities but are not limited to these two areas. Hopefully, these interactions will develop from one-on-one interactions to whole group experiences.

Although the expectation of this service learning project is that the student participates in a minimum of six visits and at least 10 hours of related service, the goal of service learning is that the student feel 'called' to get more involved in meaningful ways with the school-site community through time and a sharing of talents and heart.

V. Assignments and Evaluation Procedures:

Service Learning Journal: Select a special notebook for your journal. Make notations in the journal as soon as possible after each visit to your assigned school. The following questions will aid you in fleshing out your Service Learning Journal:

- What is the history of the school?
- What is the mission/philosophy of the school?
- What is the Community of Learners?
- What are some of the factors (e.g. economical, cultural) that put students at risk?
- How does the school service their students?
- What programs does the school offer for their students?
- What types of resources are needed to engage the students in learning?
- How did you engage yourself in using these resources?
- Were you able to relate your new learning to your prior experience?
- Do you think your life will be different because of this experience?
- Did the experience result in a behavior change, an emotional change, a value change, an intellectual change?

Time to Reflect on your experience and learning: The students involved in the Service Learning project will meet at least twice during the semester –individually and/or in a group – to process your experience and to share your new learning.

Final Reflection Paper: The final paper will be based on the students’ responses to and notes on the questions in Section 5 of this syllabus as well as the Field Experience Guidelines for EDU 345, EDU 370, and EDU 390. Your Final Paper is expected to be 15 to 20 typed pages (double space; 12 point font). More details will be reviewed in class and the date due will be announced in class.

[Please note: There is an option of completing the Portfolio assigned for Field Experience instead of the Final Reflection Paper if the student wishes to do so.]

The Neumann College instructor will distribute a Community-based learning Student Survey at the conclusion of the project in order to continue to develop the Service Learning Project in cooperation with the Neumann students and our community partners.

***Operational definition of “at-risk”**

“...any child or youth who, due to disabling, cultural, economic, or medical conditions, is

- a.) denied or has minimum equal opportunities and resources in a variety of settings
- b.) in jeopardy of failing to become a meaningful member of his or her community including home, school, business, and society.”

(Welch & Sheridan, 1995, p.31)