OBJECTIVE: To use experiential learning, that is, the Service-Learning internship, and reflection to enhance traditional modes of learning, and become more actively engaged in our own development as learners and contributors within our local and world communities.

GOALS:
- Gain skills in learning in an experiential context, and making meaning of this learning
- Gain knowledge of the role of service in building communities and fostering change
- Increase understanding of social issues on a local and global level
- Develop transferable professional skills
- Explore and clarify possible career directions
- Develop knowledge, skills and potential to contribute to social action and social change

TEXTS:


Additional readings as selected by instructor.

THE FIELD STUDY PROJECT

The academic product of your internship will be your Field Studies Project. The project is a series of discrete essays presented as chapters in a book, and linked together by an Introduction and Conclusion. Your introduction, two mandatory essays and half of your variable essays (depending on the number of credits you are enrolled for) are due Friday, March 11. You will receive feedback and a preliminary grade. If desired, you will have the opportunity to rewrite your essays for an improved grade. The remainder of your essays and your conclusion and bibliography, together with your graded mid-term (first half of your project), are due on Friday, May 1.

Your ideas will change and evolve as your experience progresses. It is completely appropriate for your project to be written in the first person and when complete, it should demonstrate the depth of your thinking and involvement in your experience, in reflection, in the readings, and your involvement in the issues and work of your sponsoring organization and community.

Some tips to approach your learning…

Keep a journal from the start of your internship. Use it to record your impressions, your reactions to events and readings, your feelings, meetings you've had with people. You do not need to hand it in, so you can be candid and complete in recording your thoughts. It will become one of your most valuable references as you write your essays. Remember, you are seeking to link your experience in the internship with the ideas you are encountering in your readings, and your reflections on both. Reflection and analysis is key to this service-learning process, and to making insightful connections.

CLASS MEETINGS

The Service Learning Internship class has three MANDATORY meetings to give everyone the opportunity to share experiences, successes, and frustrations with other interns and your instructor. If your internship site is away from the Burlington area, talk with me to make other arrangements. We will also communicate electronically periodically throughout the semester.
# IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Location and Time</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, January 26</td>
<td>L/L E166, 5:30 pm</td>
<td>Orientation – ATTENDANCE REQUIRED</td>
<td></td>
</tr>
<tr>
<td>Monday, February 9</td>
<td></td>
<td>DUE: Fishman Scholarship Application (optional) [See final page of syllabus for details]</td>
<td></td>
</tr>
<tr>
<td>Monday, February 23</td>
<td>L/L E166, 5:30 pm</td>
<td>Mid Term Meeting – ATTENDANCE REQUIRED</td>
<td>DUE: Completed Field Studies Questionnaire</td>
</tr>
<tr>
<td>Wednesday, March 11</td>
<td>L/L E140, 4:30 pm</td>
<td></td>
<td>DUE: Field Studies Project (Introduction, Required Essays and first half of Variable Essays) Midterm supervisor evaluation</td>
</tr>
<tr>
<td>Monday, April 20</td>
<td>L/L E166, 5:30 pm</td>
<td>Final Group Meeting-ATTENDANCE REQUIRED</td>
<td></td>
</tr>
<tr>
<td>Friday, May 1</td>
<td>L/L E140, 4:30 pm</td>
<td></td>
<td>DUE: Final Field Studies Project (second half of Variable Essays, Conclusion and Bibliography) Final supervisor evaluation Resume (optional)</td>
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</tbody>
</table>

**NOTE:** The final Field Studies Project should include the first half of your essays with my comments, revised essays (if you choose to do this), and the second half of your essays, as well as a title page, table of contents, introduction, summary and bibliography. See details on the following page.

**Papers are due by 4:30 p.m. on the date specified. Late papers will be penalized in the grading process unless you have been granted an extension in advance for extenuating circumstances.**

**GRADING:**

Required Assignments: (4) – See Syllabus 25%
Class Attendance and Participation (3) 25%
Variable Assignments: (See chart) 25%
Discussion Group Participation 20%
Supervisor Evaluations 5%

Extra credit to be added to the final percentage:

- Resume (reviewed & signed by a Career Counselor) 3 points
- Career Service Appointment 3 points

Your grade will be based on your total points at the end of the semester following the traditional grading scale:

- A = 90 –100%
- B = 80–89%
- C = 70–79%
- D = 60–69%
- F = <60%

Plus and minus grades will reflect scores close to these borders.
FIELD STUDY PROJECT FORMAT

TITLE PAGE

Indicate your name, address, phone number, date, internship site and title of your project.

TABLE OF CONTENTS

Write out the chapter heading, your essay titles, and page numbers.

INTRODUCTION: 2-3 full pages

Set the context of your project. Introduce the reader to your personal, professional and service goals. Describe your organization.

REQUIRED ESSAYS: 2 essays, 3-4 pages each

Read the required articles from the Service Learning Reader and then draw from your internship experiences, the readings and your reflections to answer the questions below. Include your critical and analytical reaction to the articles, and review the reflection rubric before writing as a reminder of the reflective goals of this writing. Be sure to include quotes from the reading and to cite your sources using APA format. Be sure to synthesize the concepts from the readings AND your experience.

VARIABLE ESSAYS: 3-4 pages each

Each essay should be headed by the title and author of the essay read and should incorporate the following elements:

A. Brief summary and distillation of the article read.
B. Critical and analytical reaction to the article.
C. A discussion of the connections between the article and the internship work you are doing or your own personal values.
D. References to other relevant readings, resources or experiences as appropriate.
E. Bibliographical citations or footnotes for quotes or paraphrases from readings or other resources.

CONCLUSION: (5 pages)

- Describe your internship experience in detail.
- Summarize the highlights of what you learned, what you accomplished, how you met your goals
- Personal: what did you learn about yourself, your strengths and challenges, your career goals
- Social Issue: Identify one primary issue that you became more aware of as a result of your internship. What issue needs to be addressed? Identify a needed policy and/or service to address that need. Envision and describe a way in which you could be involved in meeting that need some time in the future.

BIBLIOGRAPHY PAGE
PART I: REQUIRED ESSAYS

TEXT:


Chapter One: Read both:


ESSAY: Whether your internship is in a foreign country, a different part of town or in an organization whose values and work are new to you, you may find yourself in a different culture. How will you become aware of your own preconceptions and cultural style so as to be able to give to and learn from this experience rather than judge it by your old familiar standards?

Draw from both your internship experience and the readings from Chapter One to answer this question. Make sure to cite any referenced works or quotations.

Chapter Two: Read both:


ESSAY: Family, friends and experiences all contribute to the socialization filter through which we see the world. Describe your personal filter and reflect upon how you think your internship experience may affect your perceptions and your identity.

Draw from your internship experience, the readings and other life experience to answer this question. Again, make sure to cite any referenced works or quotations.

PART II: VARIABLE ASSIGNMENTS:

Choose from among these many options to fulfill the number of assignments indicated for the number of credits you are registered for. These essays are in addition to the mandatory assignments. (See further in the syllabus for the number of hours and essays that must be completed for your internship credits.)

In each chapter, choose one reading and one essay question to respond to. Each essay should be 3-4 pages in length. Be sure to connect the reading with your reflection and cite the author in your essays.
TEXT:


Chapter 3: INTERACTION, REFLECTION & DIALOGUE


Choose One:

1. To be effective, interaction, reflection and dialogue cannot be parallel processes, but must be deeply interrelated. Using your readings, discuss whether you have observed the importance of this inter-relationship in your internship.

2. What do you think of the idea of people creating power to effect change through dialogue and action. This is sometimes referred to as empowerment. What does it mean to be empowered? What are the methods and skills used in empowering those whom agency serves?

3. What are some challenges to cross-cultural dialogues? How have you addressed these challenges in the past? What are important actions/activities you might take to build your skills in coming more comfortable and/or skilled in initiating and conducting such conversations?

Chapter 4: ROOTS OF SERVICE


King, Martin Luther Jr. “On Being a Good Neighbour.” Strength to Love. Reprinted by arrangement with the heirs to the estate of Martin Luther King, Jr., 1991.

Choose One:

1. What are your personal motivations for service? We all learn about relating to others through our families, traditions, religious perspectives and socialization process as we grow up. Reflect and discuss your own development, your interactions with others in your organization, and your gut feelings of what makes a difference in motivating people to serve.

2. What are the “roots of service” for people you are working within your organization? What were the spiritual events, experiences, traditions, etc., that led them to become involved in the particular path of service they have developed? Talk with several people and reflect on the variety of ways people are inspired to serve.
3. People of various ethic and religious backgrounds have contributed to this chapter. Why is it important to hear, read and reflect upon what all cultures have to say about giving? What other cultures have your encountered in your service work? How would you best describe the philosophy of service of your organization?

Chapter 5: COMMUNITY SERVICE


Essay Topics:

1. It has been said that we learn from those we serve. Who is being served by your organization? What have you learned from those served by your organization?

2. How is the person/cause served by your organization taken into account by the agency’s mission and the way service is rendered? Has the model of your organization or agency’s service changed as the needs of those served has evolved? Comment on how the needs of those being served are determined by your agency? How is the dignity of those served by your agency addressed?

3. Service is not limited to direct human services. Politics, administration, economic development, arts and culture, the media, education, the environment…all are service in a larger sense. What, if any, social commitment does your organization serve and does your organization view itself as a service?

Chapter 6: COMMUNITY

Conduct an interview with a community leader in your field of interest.

Choose One:

1. What are some of the critical social issues being addressed or not being addressed by your agency or this person’s agency? Select one issue and its historical roots in the community where your agency operates. Examine how other agencies are responding in conjunction with or in conflict with your agency.

2. Your agency is part of a community or communities. Define the central bond that identifies the communities of which your agency is a member. What is the agency’s mission as a community member? How does your agency or the agency of the person you have interviewed interact (serve others and be served) with other community members?

Chapter 7: ETHICS, DECISION-MAKING & SOCIAL JUSTICE


Essay Topics:

1. An ethical dilemma is a situation when one is forced to choose between two or more goods. Based on your readings, describe and discuss an ethical dilemma that your agency (or someone in your agency) has confronted (or might confront) at work. Can you trace the successive choices made and the influences that affected those choices?

2. Teachers, doctors and many other professionals operate under a Code of Ethical Behavior. Some offices generate their own such code. Does your agency have an ethical code of practice? If so, describe and discuss it. If not, do you think such a code should be in place? Why or why not?

3. How are Nel Noddings definitions of caring evidenced in your internship? Do you think there is an ethic of caring that can be defined regardless of the kind of work one does?

4. Think about ethics is a broader way. There are good and bad laws, movements for social justice, and we are called to act upon our own conscience. Discuss the relationship between power and justice, and relate to your personal decision-making process.

Chapter 8: WORLD CITIZENSHIP: IDEAS FOR ACTION


Read and reflect on of the following essays from The Impossible Will Take a Little While. Reflect on any connection you make between it, your internship and your own personal values. Write a 2-3 page reflection detailing your answer to the suggested questions. Be sure to cite quotes from the reading and consult the reflection rubric to help you create a strong analytical reflection.

- “Standing Up for Children” by Marian Wright Edelman
- “A Slender Thread” by Diane Ackerman

Essay Topic: Edelman asks; “What legacies, principles, values and deeds will we stand for and send to the future through our children. Apply Edelman’s question to your own life: What specific legacies, principles, values and deeds do you want to send to the future? How might you accomplish these hopes?
- "The Optimism of Uncertainty" by Howard Zinn
- "The Real Rosa Parks" by Paul Rogat Loeb

**Essay Topic:** Who are some models of social commitment you have known in your life. If you can’t think of any, look at the essays in this anthology and identify 2-3 you would like to remember as models.

- "Walking with the Wind" by John Lewis
- "The Small Work in the Great Work" by Victoria Safford

**Essay Topic:** Do you have core childhood memories that help you through difficult times? Do you have memories that hold you back and make you hesitate to act on your deepest beliefs?

- "Hope for Human Rights" by Kenneth Roth
- "From Hope to Hopelessness" by Margaret Wheatley
- "Prisoners of Hope" by Cornell West

**Essay Topic:** Cornell West asserts that a rich life consists fundamentally of serving others, trying to leave the world a little better than you found it. What are some ways you’ve already left the world a little better than you found it by your words and actions? What are two of your long-term goals for making the world a better place?

- "Composing a Life Story" by Mary Catherine Bateson

**Essay Topic:** Summarize Bateson’s three meanings for “composing a life”. Which of the three does she emphasize and why? Do you think of your life as a linear narrative, or something you will improvise along the way? (You may use this as the basis of one of your reflections following the same format as the other readings and reflections.)

3. **Multicultural Awareness Critical Incident Journal Entry:** You can use this vehicle for just ONE of your assignments.

This is a piece of writing that describes, examines and articulates a learning experience related to multicultural awareness based on an event, conversation, or issues in your internship. This could be an interaction you observed, a meeting your participated in, a clarifying moment or a conversation. The essay must include:

- Detailed description of the incident
- Examine it and provide in depth analysis from academic, personal or cultural perspective
- Clearly express what you have learned from this incident, and how this learning will matter to you in the future.
4. **Issue-Related Reading:** You may use this vehicle as the basis for one of your reflections following the same format as the other readings and reflections.

Find an article that is significantly related to the work you are doing in your internship. After reading the article, reflect on any connection you make between it, your internship and your own personal values. Write a 2-3 page reflection detailing your critical reading to the reading. Be sure to consult the reflection rubric to help you create a strong analytical reflection.

5. **Social Justice / Service Reading**

Choose one of the following books (or speak to me about a book of your own choice). Read and reflect on the writer’s experience and link this to your internship experience and/or career goals. Substitute this for three of the assignments.


6. **Letter to the Editor**

Identify an issue you have come to feel strongly about through your internship and/or your academic coursework. Craft and submit a strong letter to the *Burlington Free Press* on this topic.

**DISCUSSION GROUP ON BLACKBOARD**

Weekly response to the Discussion Group questions posted on Blackboard is required. 1) Please answer the question posed each Monday by Friday of that week; and 2) Respond briefly to one other classmate’s response by the following Monday.
REFLECTION RUBRIC

This rubric will be used to assess your reflection. You will want to make sure your essays address these issues!

<table>
<thead>
<tr>
<th>REFLECTION RUBRIC</th>
<th>N/A 1</th>
<th>NOVICE 2</th>
<th>GOOD 3</th>
<th>ADVANCED 4</th>
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<tbody>
<tr>
<td>Response to academic concepts and readings</td>
<td>Little to no evidence</td>
<td>Vague allusions to concepts</td>
<td>Expresses knowledge of concepts</td>
<td>Explores concepts deeply</td>
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<tr>
<td>Communication of experience</td>
<td>Little to no evidence</td>
<td>Vague description of experience</td>
<td>Accurate description of experiences</td>
<td>Explains experience in depth</td>
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<tr>
<td>Synthesis of experience and concepts</td>
<td>Little to no evidence</td>
<td>Vaguely linked to experience</td>
<td>Clear connection between concepts and experiences</td>
<td>Explores connections in depth</td>
</tr>
<tr>
<td>Application to personal life / future</td>
<td>Little to no evidence</td>
<td>Vague reference</td>
<td>Thoughtful applications to future action / attitudes</td>
<td>Insightful thinking about applications</td>
</tr>
<tr>
<td>Writing / technical skills</td>
<td>Frequent errors</td>
<td>Occasional errors of grammar and/or spelling</td>
<td>Acceptable</td>
<td>Excellent grammar and structure</td>
</tr>
<tr>
<td>Written expression</td>
<td>Weak connection to question</td>
<td>Lacks clarity of presentation</td>
<td>Demonstrates solid written communication of ideas</td>
<td>Demonstrates clear, cogent and excellent writing skills</td>
</tr>
</tbody>
</table>
**EDSS 239**  
**Essay & Work Hour Requirements per Credits Earned**

These are the requirements for varying levels of academic credit associated with your internship.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Essays</th>
<th>Hours Worked*</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>45</td>
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<td>2</td>
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<tr>
<td>10-12</td>
<td>12-14</td>
<td>560+ permission</td>
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</table>

*You may adjust the number of hours you work per week to the number of weeks you work. However, you are expected to complete the total number of required hours.*
MEMORANDUM

TO: Spring 2015 Service Learning Interns

FROM: Mary Beth Barritt, Instructor

RE: Samuel Fishman Memorial Fund: The Fishman Interns

DATE: January 12, 2015

I am writing to inform you of a valuable scholarship opportunity, for which you are eligible, based on your participation in the Service-Learning Internship Program.

On the back of this memo please find information on the Samuel Fishman Memorial Fund. The Fishman Interns are chosen each semester based on the Service-Learning intern’s ability to meet specified criteria described in the enclosed materials. Scholarship amounts vary each semester based on the total number of qualified applicants selected, and will not exceed $1000.00. Please read the enclosed materials carefully. If you qualify for the Fishman Interns Scholarship, please submit a letter of intent (2-3 pages, double-spaced) describing your internship placement, why you chose to become an intern there, how you meet the other defined criteria, and an explanation of your financial need by end of the day, Monday, February 9. Letters of intent can be addressed to me at Career Services, Living/Learning E Building.

A selection committee will evaluate letters of intent and you will be notified by Monday, February 23 of the committee’s decision.

If you have questions about the Samuel Fishman Memorial Fund or the Fishman Interns, please feel free to contact me at the Career Center at 656-3450 or by email at Mary.Barritt@uvm.edu.
Samuel Fishman Memorial Fund
The Fishman Interns

Career Services at the University of Vermont offers the Samuel Fishman Memorial Fund, in order to honor his memory by providing necessary scholarship funds to UVM students involved in legislative and governmental internships.

The language authorizing expenditures form the fund memory of Samuel Fishman reads as follows:

“The funds contributed to the University in memory of Samuel William Fishman of the class of 1934, a loyal and active alumnus as well as an outstanding citizen are to provide financial assistance to students selected to serve in other community service internship positions determined by the Service-Learning Internship Program at The Center for Career Development.”

**Criteria** for selecting the Fishman Intern(s) on a semesterly basis are as follows:
- Junior or Senior standing;
- Enrollment in the Service-Learning Internship Program;
- As part of the application process, students must submit an intent letter, which will be evaluated as part of the selection process;
- Financial need.

**Restrictions** accepting the Fishman Internship Scholarship are as follows: students who accept the Fishman Internship Scholarship also agree to 1) sign a Release Form granting permission to the committee to share selected information about the recipient with the donor; 2) send a letter of acknowledgement to the donor and forward a copy to the committee before receiving the scholarship funds.

**Process:** The Fishman Internship scholarship will be offered on a semesterly basis to those students involved in the Service-Learning Internship Program and/or placed in legislative and/or governmental internship positions. Scholarship amount will be determined by both the funds and available on an annual basis and the number of selected Fishman Interns. The scholarship will not be offered to students until after they have expressed interest in, applied and been accepted to the Service-Learning Internship Program. Having identified those interns involved in the appropriate placements, a list will be forwarded to the Office of Financial Aid to determine financial need. The applicant(s) whose records and experiences most closely match the given criteria will be selected as Fishman Intern(s). Their appointment will be for one semester, unless a longer internship placement has been pre-arranged.