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:


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 Wednesday, March 4. 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 6.

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 are key to this service-learning process, and to making insightful connections.

CLASS MEETINGS

The Service Learning Internship class has three MANDATORY meetings (see important dates below) 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 your instructor to make other arrangements. We will also communicate electronically periodically throughout the semester.

INSTRUCTOR CONTACT

Anna Smiles-Becker
Instructor, EDSS 239
Career Services, L/L E Building
802-656-3450 office
Anna.Smiles-Becker@uvm.edu
### IMPORTANT DATES

<table>
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<tbody>
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<td>Wednesday January 28</td>
<td>L/L E 140</td>
<td>Orientation</td>
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</tr>
<tr>
<td>Wednesday February 11</td>
<td></td>
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<td>DUE: Fishman Scholarship Application (optional)</td>
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<tr>
<td>Wednesday February 25</td>
<td>L/L E 140</td>
<td>Mid Term Meeting</td>
<td>ATTENDANCE REQUIRED DUE: Completed Field Studies Questionnaire</td>
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<tr>
<td>Wednesday March 4</td>
<td></td>
<td></td>
<td>DUE: Field Studies Project (Introduction, Required Essays and first ½ of Variable Essays due) DUE: Midterm supervisor evaluation</td>
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<tr>
<td>Wednesday March 25</td>
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<td>DUE: Must notify instructor of rewrite intentions</td>
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<tr>
<td>Wednesday April 29</td>
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<td>Final Group Meeting-ATTENDANCE REQUIRED</td>
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<tr>
<td>Friday May 6</td>
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<td></td>
<td>DUE: Final Field Studies Project (second ½ of Variable essays, Conclusion and Bibliography due) DUE: Final supervisor evaluation DUE: Resume (optional)</td>
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**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) 30%
- **Class Attendance and participation** (3) 30%
- **Variable Assignments:** (See chart) Averaged to be 30% of grade
- **Mid-Term Questionnaire, Supervisor Evaluations** 10%

**Extra credit to be added to the final percentage:**

- Resume (reviewed & signed by a Career Counselor) 3 points
- Career Services 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.

YOUR 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. Your brief summary and distillation of the article read.
B. Your critical and analytical reaction to the article.
C. A discussion of the connections between the article and the 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 for Service-Learning Interns

First Required Essay

CHAPTER 1
READ ALL THREE ARTICLES:


ESSAY: DRAW FROM YOUR INTERNSHIP EXPERIENCE AND THE READINGS TO ANSWER THIS QUESTION. BE SURE TO CITE QUOTATIONS.

- 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?

Second Required Essay

CHAPTER 2
READ BOTH ARTICLES:


ESSAY TOPIC: DRAW FROM YOUR INTERNSHIP EXPERIENCE, THE READINGS, AND OTHER LIFE EXPERIENCE TO ANSWER THIS QUESTION:

- 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.

PART II: Variable Assignments: Choose from among these 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 chart for the number of hours and essays that must be completed for your internship credits.

A. Service Learning Reader

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

Chapter 3: INTERACTION, REFLECTION, AND DIALOGUE


Essay topics:

1. "Discovering the Ecology of Human Organizations" offers a series of exercises to help you learn more about your organization and how it functions. For this essay, complete one of the exercises. NOTE: Do not simply answer the questions. Please structure the information in essay form and include your own reflections on what you learn.

2. 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 interrelationship in your internship.

3. Friere wrote, "...since dialogue is the encounter in which the united reflection and action of the dialoguers are addressed to the world which is to be transformed and humanized, this dialogue cannot be reduced to the act of one person's "depositing" ideas in another, nor can it become a simple exchange of ideas to be "consumed" by the discussants." Discuss and draw upon examples from your internship.

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

Chapter 4: ROOTS OF SERVICE


Essay topics:

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 with in 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 ethnic 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 you 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?

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 commitments does your organization serve and does your organization view itself as a service?

4. Service can be ethical or unethical in the way it is rendered. How is the dignity of those served by your agency addressed? Discuss.

Chapter 6: COMMUNITY


Essay topics:

1. Define, in your own words, the term community and discuss the characteristics a community exhibits. How does getting involved in service to others relate to being a member of a community?

2. What are some of the critical social issues being addressed or not being addressed by your 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.

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

4. Critics of modern culture assert that Americans are excessively self-reliant and self-supporting. Is it possible to be a community citizen and yet still retain one's own individual identity? Discuss.
5. Comment on the state of communities in America. Use your own experiences to illustrate. Discuss why you agree or disagree with the authors' observations of a degenerating state of community in our country?

Chapter 7: ETHICS, DECISION-MAKING, AND 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 Nodding's 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 in a broader way. There are good and bad laws, movements for social justice, and we are called upon to act on our own conscience. Discuss the relationship between power and justice, and relate to your personal decision-making process.

5. Whether you work in a small service agency or a large organization, there is something to be said for the role of personal responsibility and awareness of outcomes. How have your readings and internship given you a perspective on this idea?

Chapter 8: GLOBAL AWARENESS


Essay topics:

1. In 1948 Sir Robert Hoyle said "Once a photograph of the earth, taken from outside is available... a new idea as powerful as any in history will let loose." Discuss your thoughts about our world and whether you think this statement by Hoyle is so. What effect do you think this "idea" has had on the development of community, society and planetary awareness?

2. It has been said that there is a connection between our health and the health of the whole earth. What do you think that means and how would you go about exploring that connection for yourself?

3. How does the "big" picture of the planet as a whole relate to your "little" picture of yourself in your internship? Discuss.

4. The readings in this chapter address the interconnectedness of one being with the larger community. Reflect upon what you perceive to be your role as a world citizen.
B. The Impossible Will Take a Little While readings

Read and reflect on one 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. Or, ones 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: 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?

3. Multicultural Awareness Critical Incident Journal Entry

This is a piece of writing that describes, examines and articulates a learning related to multicultural awareness based on an event, conversation, or issues in your internship. This could be an interaction you observe, a meeting you participate in, a clarifying moment, or a conversation. (You can use this vehicle for just one of your variable assignments):

- Describe the incident in detail
- 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 find an article that is a significant reading related to the work you are doing in your internship. You may use this as the basis of one of your reflections, following the same format as for other readings and reflections. (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 reaction to the reading. Be sure to consult the reflection rubric to help you create a strong analytical reflection.)

5. Social Justice / Service Book

Choose one of the following two books or speak to me about a book of your choice for approval. Read and reflect on the writers experience and link this to your own internship experience and/or career life goals. Substitute this for three of the assignments.


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

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<th>GOOD 3</th>
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**EDSS 239**

**Essay & Work Hour Requirements Per Credits Earned**

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

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<tr>
<th>Credits</th>
<th>Essays</th>
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*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.*