

Urban Education 554 - Service Learning & Community Development in Urban Settings

Dr. Novella Keith; novella.keith@temple.edu

Subject/Discipline: [Education](#)

School: [Temple University](#)

Project Area: [Schooling/Education/Youth](#)

Fall 2004

INTERDISCIPLINARY URBAN EDUCATION PROGRAM
Service Learning & Community Development in Urban Settings

Urban Education 554, Fall 2004
Instructor: Dr. Novella Keith
Ritter Hall 242; 215-204-6940
Mondays, 5:00-7:30, Ritter Hall 108
novella.keith@temple.edu

Course Description

Service learning is growing in use among faculty at all levels and in all disciplines and is now a graduation requirement in many school districts, colleges, and states (including Philadelphia and Temple's Teacher Preparation program). This growth is accompanied by a healthy debate about the purposes of service learning, the ways it should be linked to a curriculum, how and what participants learn from it, how it should relate to the community, who benefits from it, and how.

In this course, we will explore these issues and relate them to the practice, research, and theory of service learning in the urban context. The course involves hands-on experience, readings, discussion, and reflection. Each of you will select a particular focus and become involved in a service learning project that will be an important source of personal and class reflection throughout the term and will be presented orally, visually, and in writing at the end of term.

The service learning you undertake may relate to something with which you are already involved or you may choose to participate in an existing service learning project to which I will provide entry. This may include working with the undergraduate Service Learning course (Education 224) in the Teacher Education Program.

Education 554 is one of four courses comprising the Graduate Certificate of Study in Urban Education. Consult with me for more information on the certificate.

Course organization

The course will be run as a seminar, so expect to participate fully and contribute your own prior (and developing) knowledge. I hope we will have many interesting discussions in class, for which all of us will provide leadership. Throughout the term, you will be asked to select topics/readings which you will present and on which you will lead discussion. The first three weeks of classes will be devoted to general discussions and course organization. Thereafter, each class session will include student-led (small group) presentation and discussion of a weekly topic that relates to the class' interests. Typically, student-led discussions will take one-half the class period; I will organize/lead the remainder of the class period. This is negotiable; to the extent possible, I would like to plan the entire class session with student presenters, so as to have an integrated approach. This will normally require our meeting prior to the class you are leading. Some class meetings may take us to selected service-learning sites, and may involve meeting on days/evenings other than when the class is scheduled. In order to sustain your work in class and in the field, I will strongly encourage the formation of support groups among the students (and possibly including community partners and others).

You will be asked to keep a journal in which you will record experiences and reflections on your service project. At the end of the course, you will make an oral and visual presentation of your project. A portfolio that demonstrates your learning, to be developed throughout the course, will also be due at the end. We will discuss this requirement in class. Portfolio items may include (1) a biographical essay that relates to service learning issues; (2) your learning goals and accomplishments; (3) at least one critical incident reflection; (4) journal entries; (5) site and asset/need research and analysis; (6) analyses and reactions to selected readings; (7) description and analysis of your service learning project (proposed; actual; relate to literature); (8) field logs; (9) final critical reflection paper; and (10) plan for class presentation. These will be described on separate handouts that will include assessment rubrics. Assignments will be graded as they are completed and collected. However, final evaluation for overall course grade will be made at the end of the course, based on the portfolio as a whole.

Required texts

Timothy Stanton, Dwight Giles, & Nadine Cruz (1999). *Service-Learning: A Movement's Pioneers Reflect on its Origins, Practice, and Future*. San Francisco: Jossey-Bass. ISBN 0-7879-4317-7 (note: this ISBN is for the cloth edition; there is a paperback edition)

Stephen Fishman & Lucille McCarthy (1998). *John Dewey and the Challenge of Classroom Practice*. New York: Teachers College Press. ISBN 0807737267

Janet Eyler & Dwight Giles (1999). *Where is the Learning in Service Learning*. San Francisco: Jossey Bass Publishers. ISBN 0787944831

Jeff Claus and Curtis Ogden, eds. (1999). *Service Learning for Youth Empowerment and Social Change*. New York: Peter Lang. ISBN 0820438588.

Robert A. Rhoads (1997). *Community Service and Higher Learning; Explorations of the Caring Self*. Albany, NY: SUNY Press. ISBN 0791435229

Marilynne Boyle-Baise (2002). *Multicultural Service Learning; Educating Teachers in Diverse Communities*. New York: Teachers College Press.

Other readings will be assigned. To the extent possible, these will be put on the class' Blackboard site (please note you will need a Temple e-mail address to access the site).

CLASS SCHEDULE

Note: Readings are to be completed by the class date in which they are listed.

8/30 Week 1: Introduction to the course

1. Discussion of course organization & assignments
2. Experiential exercise: What is service learning? Building on our collective knowledge.
3. Discussion: what do we know about community development and community building? What do we want/need to know about it? How do we identify "community" needs?
4. Reflection exercise
5. Discussion of student interests and possible sites/projects (to be confirmed by 9/20 and written up as a formal project proposal by 9/27)

Note that a written autobiographical reflective essay will be due by next class (see below). A sample essay will be provided.

9/13 Week 2: Origins and definitions of SL

1. What is service learning (continued)
2. What is community development/building (continued)
3. How should we think/do SL in urban settings?
4. Presentation/discussion of your ideas for your projects
5. Class organization: selecting topics/dates for student-led discussion

Reading assignment

1. Stanton, Giles, & Cruz, 1999 (all).
2. Keith, N.Z. (1996). Can urban school reform and community development be joined? The potential of community schools. *Education and Urban Society*, 28(2): 237-268.
3. Keith, N. Z. (1998). Community service for community building: the School-Based Service Corps as border crossers. *Michigan Journal of Community Service Learning*, 5: 86-96
4. Explore the web sites at the end of the syllabus (and any other interesting ones you find -- do a Google search for "service learning) and be prepared to discuss how they contribute to your developing understanding of community development/ community building and service-learning, in the context of urban schools and communities (take a look at all of them, but select a few key entries/readings to look at in-depth -- it should be content that "grabs" you).
5. Sign up for the national Service-learning Network Listserv (service-learning@csf.colorado.edu)

Written assignments

1. Draft 1 of autobiographical reflection statement (written; be prepared to share at least some of it): Who is the self you bring to service learning? Which (one or two) of the pioneers (Stanton, Giles & Cruz) do you connect with and why? What do you want to explore and learn during this class? How would you like to grow? (These are your "learning goals").
2. Reflection on service learning readings/web research: what grabbed you most? A) Select the ONE NEW idea that grabbed YOUR interest the most; explain it. B) analyze what makes this idea new and interesting for you; and how this relates to your assumptions and what you may know about service learning; explain; C) consider this new idea in light of what you want to learn and practice with regard to service learning.

Come to class prepared to:

1. Discuss possible site(s)/communities for your project; the general focus/area of your project; your goals; and the questions you might explore through your project. This means that, between 8/30 and 9/13 you need to contact potential community partners and have begun to explore mutual needs and interests.
2. Present/discuss aspects of the readings/web research with which you strongly connected.
3. Share your written reflection as part of class discussion on reflection.

9/20 Week 3: Reflection and critical reflection

Reflection exercises; discussion; the "what, so what, now what" reflection cycle.

Reading assignment

1. Fishman & McCarthy, 1998 (all)
2. Deborah S. Yost, Sally M. Sentner & Anna Forlenza Bailey (Jan/Feb 2000).

An examination of the construct of critical reflection: Implications for teacher education programming in the 21st Century. *Journal of Teacher Education*, 51 (1), 39-49.

3. Michael Reynolds (June 1998). Reflection and critical reflection in management learning.

Management Learning, 29 (2), 183-200.

4. What can a body know? Refiguring pedagogic intention. *Journal of Teacher Education*, 45 (1), 53- (Jan. 1994).

5. Kate Ronald & Hephzibah Roskelly (May 2001). Untested feasibility: Imagining the pragmatic possibility of Paulo Freire. *College English*, 63 (5), 612-632.

Recommended reading: Stephen Brookfield, *Becoming a Critically Reflective Teacher* (selections from the book)

Reflection assignment

1. Reflect on your interaction with your site/partners: what issues stand out? Who are you in relation to them? Who are they? How did you feel about them? What did you know about them before the interaction? What did you learn about them and about yourself, through the interaction? What might you do/think/feel differently as a result of this?

2. Reflect on one of the readings that especially stood out for you. Again, what did you know about the issues presented? What assumptions did you become aware of? What else did you learn? How does this knowledge influence your thinking/feelings/actions?

(Note that “knowledge” is not only intellectual but also emotional; your reflections should focus on your feeling/emotional/personal and other sides of learning, as well as the intellectual side of learning).

3. Bring draft 2 (may be final draft) of your autobiographical statement to class (see handout “SL Project Guidelines,” Proposal -- whole proposal is due next week).

The rest of the syllabus is based on input by past students; it is suggestive and may be modified based on your own goals and interests. Starting from Week 4, you will begin to take more responsibility for part of the class, including suggesting reading assignments.

9/ 27 Week 4: Best practices in service learning

Presentation/discussions with service learning practitioners.

SL Project Proposal due

Reading assignment

1. Shelley H. Billig (May 2000). Research on K 12 school based service learning: The evidence builds. *Phi Delta Kappan* 81 (9), pp. 658-664

2. Bob Leonard, The Selma Project; Understanding the Struggle for Community. In Onda Faye Burnham & Steve Burnham (1998), *The Citizen Artist*. Gardiner, NY: Critical Press, pp. 259-268. (handout).

3. Below are a number of sites to visit before class on Monday. Please search the following sites for one (at least) example of a great or not so great service learning practice. I ask that you to take some simple notes on the program/practice you've selected, so that you can describe it to the class and allow us to collaborate on a critique.

<http://www.needindeed.org>

go to success stories and our approach

<http://www.phila.k12.pa.us/teachers/frameworks/main/index.htm>

go to best practices then to project based learning

<http://www.compact.org>

1. select "resources" on the left of the screen, then under "quick find," select "model programs"

2. also on the "resources" page, under "Educating Students for Active Citizenship and Engaging with Communities: Practices in Higher Ed", select "EPICENTER" to explore some government run programs like AmeriCorps

<http://www.americorps.org> or <http://www.learnandserve.org>

About the government's involvement in service learning practice

<http://www.centerforliteracy.org>

This is an interesting and exclusively community based program; we can discuss the SL

potential of such programs.

<http://www.communityarts.net>

This is the clearinghouse for everyone doing anything in community arts addressing social

issues, community needs, service, reflection, community bridges.

Also see sites at end of syllabus.

10/4 Week 5: Evaluating service learning programs

We will be working in small groups to apply the readings below to different service learning projects, so it would be best to read a couple of these thoroughly and be familiar with the rest. The focus will be not only on the program/project but also on the relationships practitioners develop (including yourself) through SL projects.

Reading assignment

1. Alan Waterman (chapters on evaluation, handout)

2. Fishman & McCarthy, ch. 7 ("John Dewey and the Challenge of Classroom Practice")

3. Center for Human Resources, Brandeis University and ABT Associates (July 1999). National Evaluation of Learn and Serve America. Available from

<http://www.learnandserve.org/research/lreport.pdf>

4. Other resources on service learning evaluation – see sites at end of syllabus.

10/11 Week 6: Integrating experiential and academic learning

Critical Incident Analysis due

Come to class prepared to discuss your critical incident analysis in relation to the readings assigned for Week 3.

Reading Assignment

Review all readings for Week 3. Focus especially on Dewey and curriculum integration; and different approaches to reflection.

10/18 Week 7: Service learning for empowerment

Reading Assignment

1. "More Power Than We Know", Chapter 3 in *Hope and History* by Vincent Harding, 1990
2. *Service Learning for Youth Empowerment and Social Change* (read all, selectively; focus especially ch. 5, "An Empowering, Transformative Approach").
3. Beverly Gordon (1991). African American Cultural Knowledge and Liberatory Education, and Potentials in a Post Modern American Society. In Mwalimu Shujaa (ed.), *Too Much Schooling, Too Little Education*.
4. Web research.

10/25 – 11/29 Weeks 8 – 13: Student selected topics, connected to own SL projects

Weeks 8 & 11 (10/25 & 11/15)

Field log & reflection journals due

Part of the class to be devoted to reflection exercises on your own work.

12/6 Week 14

Service learning project/final portfolio due.

12/13 Week 15

Final presentations/celebration (invite your community partner/s & others to attend).

Useful Websites

Service learning practitioners and researchers constitute a very active Internet community. You will find vast amount of information on the web. Below is a sampling of sites.

National Service Learning Clearinghouse - Home page

<http://www.servicelearning.org/>

Higher Education Service Learning Clearinghouse (UCLA) - home page
<http://www.gseis.ucla.edu/slc/index.html>

Campus Compact -- community service, service learning, university-community partnerships, with reference to higher education
<http://www.compact.org>

National Service Resource Center (Corporation for National and Community Service)
<http://www.nationalserviceresources.org/>

Corporation for National Service, National Service and Education Resources (includes links to NW Regional Education and other Education Labs)
<http://www.nationalservice.org/areads/resources/cnsresources.html>

Peace Corps -- World Wise Schools (curriculum guides, country information, maps, etc.)
<http://www.peacecorps.gov/wws/educators/index.html>
<http://www.peacecorps.gov/wws/guides/voices/>

Effective service learning practices (Corporation for National and Community Service)
[http://epicenter.nationalserviceresources.org/index.taf?function=list&Layout_0 Keywords=service learning](http://epicenter.nationalserviceresources.org/index.taf?function=list&Layout_0 Keywords=service%20learning)

National report on the state of service learning --
<http://servicelearningcommission.org/learningindeed.pdf>

Evaluation and Research (UCLA)
<http://www.gseis.ucla.edu/slc/research.html>

Evaluation Toolkit (empowerment evaluation)
<http://www.projectstar.org/star/library/toolkit.html> (AmeriCorps)
<http://www.projectstar.org/star/Generic/usersguide.htm>

Performance measures and evaluation (Project Star)
<http://www.projectstar.org/star/Generic/relatedlinks.htm>

Danika M. Brown, Pulling it Together: A Method for Developing Service-Learning and Community Partnerships Based in Critical Pedagogy. Corporation for National Service, July 15, 2001
<http://www.nationalserviceresources.org/filemanager/download/453/brown.pdf>

Other relevant websites:

New York Times Learning Network

(“These special news packages from The Learning Network take a closer look at some of the historic and current issues that have changed our world. Each includes numerous classroom resources, such as lesson plans, quizzes, questionnaires, slide shows, crosswords and historical Times articles.”)

<http://www.nytimes.com/learning/>

National Community Building Network

<http://www.ncbn.org>

Civic Practices Network, especially youth section

<http://www.cpn.org/sections/topics/youth/youth.html>

Institute for Policy Research (John Kretzmann & John McKnight)

<http://www.nwu.edu/ipr>

Teachers College Record

<http://www.tcrecord.org>; go to “social context” and “urban education”

Forum for Youth Investment (non profit) - youth-centered school reform

<http://www.forumforyouthinvestment.org/issues/ythcntrdreform.htm>

<http://www.forumforyouthinvestment.org/issues/ythcntrdreformother.htm>

Forum for Youth Investment (non profit) - youth policy

<http://www.forumforyouthinvestment.org/issues/policyforum.htm>

White House Task Force for Disadvantaged Youth

<http://www.forumforyouthinvestment.org/whitehouse/actioncenter.htm>