# Second Year CORE SERVICE-LEARNING PAPER and PRESENTATION

**I.  Service Learning in General, at UD and Elsewhere.**
Service learning is the enhanced classroom learning through the experience of providing service. Service projects are selected that are directly relevant to the content of a course.  One goal is to deepen and/or broaden students' understanding of class material by providing them with experiences that illustrate topics covering in the course.  Another goal is to take what is taught beyond the classroom and into the community.  This fosters a sense of caring and develops certain qualities and practical skills which can be applied to one's own communities throughout one's life.  Projects are usually done in partnership with an organization outside the university. Service-learning projects require students to explicitly make connections between their involvements and their course material.  Most often, this takes the form of a service-learning paper.

**II. Specifics of the Service-Learning Paper for Second Year CORE**
The purpose of this paper is to apply concepts, ideas, theories, and empirical studies from the courses to observations that you make as a result of the service-learning project that you have selected.

The results of your service-learning project should be discussed in approximately 10-12 typed pages.
While the following is not intended as a strict outline or order of presentation, this paper should:

**1.  Describe the service-learning project in general.**  This might include all or some of the following:
        A.  The history and description of the community in which it takes place.  What are the problems that this community and its members are facing?
        B.  How the service-learning project and other community activities you may have heard about fit with the plans for community improvement.
        C.  The specific purposes of the service-learning project; what it is trying to accomplish in particular.

**2.  Detail your involvement in the project** - what you did and how much time you put in. You might discuss your best interactions with community members and how those interactions fit with the project.

**3.  Discuss your reflections on this involvement.**  For example, you can contrast your own experiences with those of community members.

**4.  [<u>MOST IMPORTANT</u>] Discuss how this project and your experience relate to some of the ideas, concepts, theories, etc. of the two CORE courses you are taking, including readings where relevant.**  In other words, how does the project illustrate some of the material we have covered in our classes?

**5.  Discuss how this experience may have stimulated a change in your understanding of the kinds of communities represented by your project.**

**III. Evaluation (grading) of the papers.**
Letter grades (with pluses and minuses) will be used. Grades will depend on the kind of effort put into the projects and papers. Naturally, doing more than just minimum will be taken into account. But those doing "the minimum" will not be disadvantaged. The point is not just how much time is put in but also is what is derived from one's efforts in terms of a learning experience and/or understanding how one's efforts relate to material covered in our classes (see point 4 above).

You are encouraged to do some **peer evaluation of your papers**.

Your papers will be due to both of your professors on November 29, 2012.

**IV. Group Presentations**
Those of you who are doing the same service-learning project will work together to create a brief presentation of your experiences and what you have learned to the rest of the second year CORE students on Nov. 15. You will have a maximum of 10 minutes to give us an overview of the organization or program, what all of you did and some of the key things you learned. We will also have a discussion that day on how your experiences relate to the readings and concepts of all four CORE classes. Be sure to think through how your service-learning experience relates to the two courses you are taking.

**V. Service-Learning Options**

- Tutoring at Miracle Makers program (Fitz Center Application) or one of the Neighborhood School Centers.
- Tutoring at El Puente with children whose families speak Spanish as their first language.
- Tutoring at the Kroc Center.
- Helping out with the Tots of Teens program
- Serving dinner, cleaning up and talking with the homeless guests of the Interfaith Hospitality Network (Xenia)
- Sept. 22: **Immigration Plunge**
- Oct. 4-7: **Fall Break Outs**: Camden, NJ; Cincinnati, OH; Lewis County, KY; or Salyersville, KY
- Oct. 3-6: **The REAL Dayton**
- Oct. 13: **Urban Farming/Local Foods Plunge**

   If you choose of the first 5 options, you will be expected to participate on a weekly basis beginning in early October.