Service Learning (SRVL) 293B—Fall 2018  
Student Support Services/TRiO  
WVU Academic Affairs

<table>
<thead>
<tr>
<th>Class Day/Time:</th>
<th>Tuesdays, 11:30am – 12:20pm</th>
</tr>
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<tbody>
<tr>
<td>Room:</td>
<td>Armstrong 119</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>1</td>
</tr>
<tr>
<td>Instructors:</td>
<td>Miranda Talkington, MSW</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Miranda.talkington@mail.wvu.edu">Miranda.talkington@mail.wvu.edu</a></td>
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<tr>
<td></td>
<td>Cynthia Drumm, MSW, MPA</td>
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<td><a href="mailto:Cynthia.drumm@mail.wvu.edu">Cynthia.drumm@mail.wvu.edu</a></td>
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<tr>
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<td>Vivian Cespedes, MA, MEd.</td>
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<td><a href="mailto:Vivian.cespedes@mail.wvu.edu">Vivian.cespedes@mail.wvu.edu</a></td>
</tr>
<tr>
<td>Office Location:</td>
<td>G-30 Mountainlair</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment, Mon. – Fri., 8:30am – 5:00pm (call or stop by the office to schedule)</td>
</tr>
<tr>
<td>Phone:</td>
<td>(304) 293-6629</td>
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<tr>
<td>Course Format:</td>
<td>Lecture, team activities, and out-of-class volunteer/service opportunities</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
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<tr>
<td>Restrictions:</td>
<td>Class is restricted to SSS/TRiO student participants</td>
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**Course Description**

This course will help new Student Support Services/TRiO participants successfully transition to college through acquisition of a variety of skills. These include campus and community engagement opportunities, problem-solving and critical thinking, resiliency, awareness of—and ability to work with—diverse groups, and financial learning will take place through seminar-style class sessions, team activities with upper-class student mentors, and experientially through community service activities planned by student teams.

**Course Objectives and Learning Outcomes**

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<tr>
<th>COURSE OBJECTIVES</th>
<th>LEARNING OUTCOMES</th>
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<tbody>
<tr>
<td>This course is designed to:</td>
<td>After taking SRVL 293B, the student will be able to:</td>
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</tbody>
</table>
| 1. Develop problem-solving and critical thinking skills. | • Examine multiple, reputable sources and alternative perspectives in order to arrive at well-reasoned decisions.  
• Assess his/her own assumptions, belief system, values, and background, and determine how they impact his/her perspective and worldview.  
• Define and demonstrate an understanding of critical thinking skills and analysis necessary for academic success.  
• Identify solutions to the challenges faced by social/community service agencies and the vulnerable populations which they serve. |
2. Foster a sense of civic responsibility through community engagement and service.
   - Identify non-profit and social service agencies that serve diverse populations in the Morgantown community.
   - Provide volunteer service to community agencies in need.
   - Understand the importance of “giving back” to one’s community, and articulate specific steps one can take to do so.
   - Use verbal and written communication skills to advocate for causes and initiatives that benefit one’s community and vulnerable populations.
   - Understand the steps involved in registering to vote, and the importance of exercising this right in a democracy.

3. Gain knowledge and understanding of diverse groups.
   - Interact positively with diverse groups through volunteer service in the community.
   - Identify diverse groups in one’s community, the strengths they have, and the challenges and obstacles they face as a result of social inequality.
   - Assess and articulate how an individual’s cultural background could impact their belief systems, values, and perspectives.
   - Understand the impact that discrimination and prejudice have on individuals, peer relationships, and communities.

4. Develop confidence, resiliency, and “grit.”
   - Apply leadership skills gained through teamwork and community service experience, including public communication skills, cooperative team decision-making skills, and time management/organizational/planning skills.
   - Implement personal coping skills to overcome challenges and barriers to academic and professional advancement.
   - Understand the relationship between one’s locus of control, level of initiative, response to setbacks, and personal success.

5. Gain an understanding of higher education transition, WVU culture, and the new roles and responsibilities as a college student.
   - Utilize SSS/TRiO peer mentors as a critical resource for guidance and support in transitioning to college.
   - Define “Project 168” and how this relates to one’s own plan for personal, academic, social, and professional success at WVU.
   - Identify important resources, programs, and offices on-campus and in the local community.

6. Increase knowledge of financial wellness issues pertinent to success in college and beyond.
   - Develop skills and knowledge related to successful personal financial management, including budgeting, saving, loan repayment, and a basic understanding of interest accrual and credit.
   - Differentiate between the various types of financial aid.
   - Interpret and understand one’s own financial situation and financial aid package.

7. Build relationships with TRiO peers and mentors.
   - Demonstrate cooperative communication skills and the ability to work as a member of a team.
   - Develop peer and mentor relationships as a source of support for the college transition process.
Required Materials and Tools

♦ E-Campus
♦ iServe (iserve.wvu.edu): An online database for WVU students to log community service hours and finding volunteer opportunities with local non-profits and community organizations.
♦ Assigned readings (provided in-class or via email)
♦ MIX Email Account: All students should check their MIX email account daily for information about course assignments and communication.

Course and Classroom Expectations

Attendance and participation are required in this course. All in-class activities are graded and cannot be made-up.

- Class attendance is defined as being physically and mentally present in class.
- A student is considered tardy if he/she is not present and seated at the beginning of class. A tardy becomes an absence if the student misses more than 5 minutes at the beginning or the end of the class session.
- Grades for written assignments will include attention to sentence structure, spelling, punctuation and grammar. For writing help see: http://owl.english.purdue.edu/owl
- Late work is not accepted. Even if class is missed, assignments are due by the date specified in the syllabus (11:59 p.m.). If you have a problem with an assignment deadline, talk to your instructor in advance.
- All course handouts and assignments will be posted in eCampus.

Academic Honesty and Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at https://studentconduct.wvu.edu/policies-and-procedures. Should you have any questions about possible improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see the instructor before the assignment is due to discuss the matter. (Statement approved by the WVU Faculty Senate on February 2, 2008; modified May 15, 2008.)

Classroom Etiquette

College students are responsible for their own learning, goal setting and success, and for recognizing that the college classroom is a community. So that all community members may learn, students should behave respectfully (e.g., turn off cell phones and other electronic devices; remove headphones; be punctual; turn exclusive attention to class activities; and interact appropriately with other students and the instructor).
COURSE REQUIREMENTS & ASSIGNMENTS

WELCOME/FIRST WEEK ACTIVITY:

- **Visit WVU Student Support Services Office:** Stop by G-30 in the Mountainlair to visit the WVU Student Support Services/TRiO offices, by Monday August 27 at 7:00 p.m. to receive 25 points. You must check in with your counselor, Vanessa, our Administrative Assistant, or one of our Work Study employees and receive a form to bring to the class session on Tuesday, August 28th. During this visit, you can schedule your Individual Semester Plan with your counselor and check out our student computer work stations. (25 points)

SERVICE:

- **Team Volunteer Service:** You will be placed on a service team with 5 – 7 other students in your class, as well as an upper-class Peer Mentor. Your team will volunteer at your assigned service agency for a total of 6 hours throughout the semester, this can occur on 2 separate occasions for 3 hours or as needed by your project. (For example, if your group volunteers at a fundraiser the agency may need you to volunteer for 2 hours before to prepare and 4 hours during the event. **Your team is responsible for coordinating each service trip together with the guidance of your mentor. You are responsible for logging your individual service hours through iServe on our course website:** [https://iserve.wvu.edu/user/login/](https://iserve.wvu.edu/user/login/)

ATTENDANCE:

- **Attendance and Participation:**
  - Attendance at weekly in-class sessions is mandatory. In-class activities will be completed and submitted each week, which will count towards your attendance points. If you must miss class, contact the instructor via email to let them know
  - Attendance at team volunteer service activities is mandatory. We will not have class on Tuesday October 23rd and November 6th. Your attendance during those weeks are dependent on you showing up and completing your service. Your Peer Mentor will report attendance for your groups service activities. **You will receive 15 points for every 3 hours of service for a total of 30 service attendance points for the required 6 service hours.**
    (15 points per class session for 15 weeks = 225 points total)

ASSIGNMENTS:

- **Noel Levitz College Student Inventory (CSI):** You will be emailed instructions on how to access the inventory. It must be completed by Friday, August 24 at 11:59PM (50 points).

Reflection Activities:

- **In-Class Reflection Activities and Portfolios:** Students will complete a handout at the end of specified class sessions to reflect upon their experiences and learning throughout the semester. Each student will develop their own portfolio throughout the semester. The portfolio will be turned in weekly with each reflection handout from the class sessions. The instructor will use the reflection handouts to keep attendance and provide feedback for the student weekly. At the end of the semester students will turn in their folder as a reflection portfolio. (5 points per in-class reflection activity = 50 points total)

- **Service Reflection Activities:** Two service reflection activities are assigned throughout the semester. These reflections are designed to help you think critically about your volunteer service activities and agency/organization you are working with to consider what you are learning through the experience. Assignment details will be distributed in class. (2 reflection activities, 100 points each = 200 points)
Final Reflection Paper: At the end of the semester, you will write and develop a 3-4-page paper reflecting upon your service experience and learning. The instructor will provide the students with a questionnaire that will be used to complete the paper and will incorporate concepts that we discussed throughout the semester. It will be turned in with your reflection portfolio. We will go over the final reflection paper in class on November 28th. **The final paper and portfolio will be due by 5:00 p.m. on Thursday December 6th in the SSS office.** (Final Paper=100 points total)

Reflection Portfolio: At the end of the semester, students will turn in their reflection portfolio. This is the folder that contains all in-class reflection handouts and your service reflections. **The portfolio and final paper are due by 5:00 p.m. on Thursday December 6th in the SSS office.** (Reflection portfolio=50 points)

OUT OF CLASS EXPERIENCES:

Individual Conference with SSS Counselor: You are required to meet with your SSS Counselor to complete your SSS program Intake, your Individualized Success Plan (ISP), and review your financial aid package. To schedule your appointment, contact the SSS Office at 293-6629, or stop by the SSS Office in room G-30 of the Mountainlair. **This meeting must be scheduled during the first five weeks (last possible day- September 22nd) of the semester in order to receive credit.** (100 pts)

SSS Events: You are required to attend at least two out-of-class SSS events during Fall semester; a list of these events is attached, and will also be included on the ISP form you will receive at your Counselor meeting. You must attend the entire event and complete an event summary form to receive credit. (100 pts x 2 events = 200 pts)

Grading
Your final grade will be determined by the following scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points for each</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>SSS Office Visit (Welcome Week)</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Noel Levitz College Student Inventory (CSI)</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Attendance</td>
<td>15 (x15)</td>
<td>225</td>
</tr>
<tr>
<td>In-Class Reflection Activities</td>
<td>5(x10)</td>
<td>45</td>
</tr>
<tr>
<td>Individual Conference with SSS Counselor</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Two SSS Events &amp; Summaries</td>
<td>100 (x2)</td>
<td>200</td>
</tr>
<tr>
<td>Service Reflection Activities</td>
<td>100 (x2)</td>
<td>200</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Reflection Portfolio</td>
<td>50</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>900 – 1,000</td>
</tr>
<tr>
<td>B</td>
<td>800 - 899</td>
</tr>
<tr>
<td>C</td>
<td>700 - 799</td>
</tr>
<tr>
<td>D</td>
<td>600 - 699</td>
</tr>
<tr>
<td>F</td>
<td>599 and below</td>
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Grades will be posted in eCampus.

Inclusivity Statement

“The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University’s Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu.”
**Title IX Statement**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

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**SRVL 293B Course Schedule**

*Student Support Services/TRiO*

<table>
<thead>
<tr>
<th>Week # and Date</th>
<th>Topic</th>
<th>Topics Covered, In Class Activities, and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (out of class) - Week of Aug 15-21</td>
<td>Visit WVU Student Support Services/TRiO Office (G-30 in the Mountainlair)</td>
<td>Stop by WVU Student Support Services/ TRiO Office, during the first week of classes for 25 points. <strong>Forms are due Tuesday August 28th in class.</strong></td>
</tr>
</tbody>
</table>
| Week 1 – Aug. 21 | Getting Started: Syllabus and Course Introduction to Community Engagement | ♦ Syllabus, course overview  
♦ What is service learning?  
♦ In-Class Reflection Activity  
♦ Cultural Toss Activity  
**Homework and Reading due this week:**  
♦ Assigned reading on Service Learning |
| Week 2 – Aug. 28 | Understanding and Embracing Diversity in our Community and Project Research | ♦ Meet at Computer Lab Room 136 @ WVU Downtown Library  
♦ Exploring diversity on-campus and in our community.  
♦ Understanding the impact social inequality, discrimination, and prejudice has on individuals and communities.  
♦ Service Team Formation  
♦ In-Class Reflection Activity  
**Homework and Reading due this week:**  
♦ Noel Levitz College Student Inventory is due by August 24 at 11:59pm |
| Week 3 – Sept. 4 | Critical Thinking, Diversity (Con.), Team Building, and Civic Responsibility | ♦ Critical thinking skills and activities.  
♦ Using Critical Thinking through Civic Engagement  
♦ Dress to Impress Activity  
♦ In-Class Reflection Activity |
| Week 4 – Sept. 11 | Building Lifelong Skills through Service: Grit & Resiliency | ♦ Defining grit and resiliency, exploring their impact on student success and outcomes, examining their relationship to volunteerism and service.  
♦ Beating the Odds Movie Showing  
♦ In-Class Reflection Activity |
| Week 5 – Sept. 18 | Service Project Planning | ♦ Class will be dedicated to your group working on setting up your service project, planning your service, and working out all the details for your projects.  
♦ In-Class Activity- Students will submit their project and reach out to their agency while working with their mentor to set up a plan for completing their service hours. |
| Week 6 – Sept. 25 | Service Agency/Organization Reflection #1 | ♦ In-class Reflection presentation on the agency/organization you will be working with throughout the semester.  
♦ Sharing the cause  
**Homework due this week:**  
♦ Reflection #1: Agency Summary and Needs Assessment. |
| Week 7 – Oct. 2 | Personal Branding | ♦ Identifying personal strengths, developing a professional image, time management skills.  
♦ In-class Reflection Activity |
| Week 8- Oct. 9 | Advocacy, Voting, and Making Your Voice Be Heard | ♦ Guest speaker  
♦ Advocacy for community initiatives and causes you believe in, voter registration process, community involvement.  
♦ In-Class Reflection Activity |
| Week 9 - Oct. 16 | Personal Wellness | ♦ Stress management, self-care, coping skills, and critical campus and community resources.  
Class Reflection Activity/Homework with Week:  
♦ Attend a class, event, or utilize a personal way that you cope with stress and complete reflection handout given to you in class. (Rec Class, WELL WVU, Etc.) |

**Week 10 (Oct. 23): TEAM SERVICE WEEK**  
No Class!! At least 3 hours of service must be completed with your group at your designated agency/organization by Oct. 30th!

| Week 11– Oct. 30 | Service Reflection Session #2 | ♦ In-class reflection activities focused on the volunteer/service experience.  
Homework due this week:  
♦ Enter iServe service hours on course website.  
♦ Reflection #2: Agency Connections Map |

**Week 12 (Nov. 6): Election Day! Get out and vote!**  
No Class! Compete your 6 hours of Service with your group by Tuesday, December 4th!

| Week 13- Nov. 13 | Financial Wellness | ♦ Understanding your financial aid, financial literacy skills, budgeting, credit, tips for saving.  
♦ In-Class Reflection Activity  
Homework and Reading due this week:  
♦ Reading: TBD-Announced in Class |

**Week 14 (Nov. 20): No Class—Thanksgiving Break**  
*How will you give back to your community when you’re home?*

| Week 15 Nov. 27 | Student Panels | ♦ Q&A Session with an upper classman panel |
| Week 16 - Dec. 4 | Service Reflection Session #3, Course wrap-up, Semester reflections | ♦ Reflection #3- Service Project Presentations  
♦ In-class reflection activities focused on your group’s service experience and full semester service experience.  
♦ Semester Reflection Handout  
Homework due this week  
♦ Enter iServe service hours on course website.  
♦ Reflection Portfolio with Final Reflection Paper Due by 5 p.m. December 6th in the SSS office. |

Reflection Portfolios due by 5:00 p.m. Thursday, December 6th in the SSS Office (includes all in-class reflections, service reflections, and final reflection paper!)  
*The instructors reserve the right to adjust the syllabus as needed throughout the semester.*