Plan to Implement Service-Learning into the SPCH 1300 Class

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Details:

Class size: 12

Percentage of required material cut out to make room for service-learning: 0%

Elements removed to make room for service-learning: Only my unique elements of the class that only I add to this specific class

Percentage of grade dedicated to service-learning: 10-15%

Times expected for this service-learning component: 5-10 hours outside of class

Time expected specifically at community sites: No more than 2 hours total for one event

Materials needed: Copies of handouts made before visits to the community sites

Description:

I will take the existing group project that is required for the course and add a service-learning element to it. The current assignment requires students to work in groups on a project of the instructor’s choosing and then answer several targeted questions after the project is complete to explain and reflect on elements of leadership, group roles, group dynamics, and the overall success of the group as a group and individually. I will break the students into four groups of three. Two groups will be research groups. The research groups will include any students with more than normal speech anxiety, those who prefer research, and those who cannot pass a background check to go to the community site. After the first two groups are finished, they will give a presentation in class with their findings. The other two groups will be presentation groups that will take the research done by the first two groups, create a 20 minute presentation of that information to fit the specific community group they will be addressing, create a handout to leave for every community member and the community organization, and then will present to the community group at the community location. After they have presented to the community group, the two presentation groups will give a presentation in class to discuss what they did in the community.

Focus of service-learning projects:

The focus that I will propose to both groups is on the use, and abuse, of social media. The group picked for Bethlehem House will focus on teaching the adults that live there on how to use social media to create an online presence that is both positive and helpful to them finding employment and creating a positive social media presence. The group picked for Glenhaven will focus on teaching the older children there about how to use social media properly, how to create a positive social media presence for when they start applying for jobs or colleges, and the dangers of social media that they should be able to recognize and report if they encounter any.

Elements to grade:

Logs of group interactions during group meetings

Answers to the group questions from the SPCH 1300 workbook

A collection of the materials produced as a group

The in-class presentations about each group’s work

A reflective essay after the competition of all other requirements

Prep work before the class:

Present entire plan to department chair early fall for the spring semester class.

Notify registrar’s office and Peter about the service-learning designation for the class.

Contact both Bethlehem House and Glenhaven during fall semester to present my idea.

Report entire plan to Outreach on campus.

Contact those on roll the day before class starts to make sure they know this is a service-learning class.

Plan for class itself:

On day 1, go over syllabus and service-learning handout. Discuss the requirements of this service-learning section that are different from other SPCH 1300 sections and what work is directly involved. Get students to sign the service-learning commitment saying they agree to all rules and this extra component of the class. Also have them sign the photo waiver and liability waiver.

On day 2, discuss the specifics of the group project and the service-learning components and requirements. Tell students they must email me with the following information by the day before the next class:

Name:

Preference of research or presentation:

Any explanation of preference:

Is there any reason that could cause you not to pass a background check to be able to go to the community site: (YES OR NO)

On day 3, put the students into groups. Randomly is better, but will depend on the preferences.

After groups are picked and each groups knows their specific duties (will be in a handout), the research groups will begin their work and will check in with the instructor periodically. The research groups will have roughly 3-4 weeks to do all of their research, put it together, create a presentation based on it, and then be ready to present to the class. All materials, except for the reflective essay, are due the day they present in class. The answers for the required group project will be due within a week after the presentation, and the reflective essay within two weeks.

The presentation groups will have roughly the same schedule, just starting after the research groups have given their in-class presentations.