

# *Service-Learning Course Development Worksheet*

Name of Course: \_\_\_\_\_

*Which course learning objectives could be reinforced/deepened/broadened by adding a service component?*

**ACTION** – *What types of service activities would be appropriate for your learning objectives? Describe the service activities through which students will learn and/or apply the course objectives, skills, and/or behaviors.*

**PREPARATION** – *How will you prepare your students for the service-learning project (pre-reflection)? Include examples of preparation assignments such as creating learning and service objectives, conducting research, interviewing, program selection, policy examination, and project selection and design.*

**REFLECTION** – *What on-going reflection techniques will you use to ensure student learning and successful service to the community? (readings, written assignments, journals, class discussions, presentations, guest speakers, creating educational materials, teaching, performance, public art about the project, products, student evaluation of the project, etc.)*

**COURSE INTEGRATION** – *Will service-learning be required of all students, optional, extra credit, etc? How many hours of service will they complete? What are your deadlines for confirming their placement, reflective assignments, turning in hours and satisfaction questionnaire?*

**ASSESSMENT** – *How will you evaluate/assess/grade the service-learning component? (class participation, grades for each reflection assignment, etc...)*

**PURPOSEFUL CIVIC LEARNING** – *How will you directly and intentionally prepare students for active civic participation in a diverse democratic society? What reflection activities will you utilize that prepare students with knowledge, skills, values, and propensities for active involvement in their future communities? (E.g., helping students understand root causes of social problems, developing cross cultural communication skills, familiarizing students with different conceptualizations of citizenship, learning how citizen groups have effected change in their communities, understanding how individuals in a particular profession act in socially responsible ways, exploring the balance between rights and responsibilities in a democracy, etc.)*

**DEMONSTRATION** – *How will students provide evidence of what they have gained and accomplished through their service-learning? What public presentations might they do – displays, performances, letters to the editor, class lessons, portfolios – that draw on the preparation, action, and reflection stages of their experience?*

**RECOGNITION** – *How will you recognize your students?*

## LEARNING STRATEGIES AND ASSESSMENT METHODS

<b>OBJECTIVES</b>	<b>STRATEGIES</b>		<b>ASSESSMENT</b>
<b>Specific Objectives</b>	<b>Classroom Strategies</b>	<b>Student Assignments</b>	<b>Assessing Learning</b>

*Adapted from the Michigan Journal of Community Service Learning “Service-Learning Course Design Workbook”. OCSL Press, Summer 2001, The University of Michigan, 734-647-7402*

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