

## Honors Service Learning Project: 2850-001/2

Spring 2015  
(Subject to change)

Instructor: Teri Lunt  
Class meeting: M 2:00-3:15, P113  
Grade Option: OPT  
Email: [tlunt@csustan.edu](mailto:tlunt@csustan.edu)

Office hours:  
T 11:00-12:00 Hons. IC  
TR 9:30-11:00 Drama 24  
F 11:00-1:00 P144

**Catalog description:** “(1 unit) (Formerly Service Learning Practicum) Community service internship or research project reflecting community interests or having application to social problems. Reflective analysis of the value of experiential learning for evaluating practical applications of theory and knowledge.”

**Course description:** During the first half of the semester in this service learning project class, you will plan and design student-enrichment projects, and correspond with students. During the second half of the semester, you will implement your projects in 5<sup>th</sup>-grade classrooms at Rose Elementary School in Modesto. You will also produce written reflections about your experience.

Past HONS 2850 activities have included CSUS campus tours for school students, webpage designs for the project, and project reports for the benefit of the school faculty and staff. The following page of this syllabus lists a small variety of 5<sup>th</sup> grade appropriate project themes for your consideration. But it is really up to you—your passions and interests—to determine the activities you will implement. I’m excited to see the ideas you come up with!—and to facilitate the process with you, brainstorming ideas, moving from the ambitious to the doable, discovering quirky or exciting pedagogical skills you didn’t realize you had!

During the first few weeks of class, you will split into project groups. Ideally a group will have two or three members—at most, four. (If you would like to recruit a classmate from another group to assist you on implementation day, that would be fine.) Personnel from the CSU Stanislaus Office of Service Learning are available to you as resources, including Brett Forray, who will visit our class early in the term.

**Course expectations:** You are expected to devote 1-2 hours per week to the project. You are to keep a journal/log to document activities, to be turned in on completion of the project. Class meeting times will be devoted to such things as activity planning, correspondence with students, and workshopping written reflections (the latter of which may be written at home). Your projects are to be consistent with California fifth grade educational standards.

**Course goals:** Develop group work and group leadership skills. Develop presentational skills. Gain experience in a mentoring role with students. Learn the value of reflecting upon pedagogical theory and practice for the sake of improving them. Get hands-on experience in the social and institutional aspects of instruction.

**Disability Resource Services:** CSU Stanislaus respects all forms of diversity. By university commitment and by law, students with disabilities are entitled to participate in academic activities and to be tested in a manner that accurately assesses their knowledge and skills. They also may qualify for reasonable accommodations that ensure equal access to lectures, labs, films, and other class-related activities. Please see the instructor if you need accommodations for a registered disability. Students can contact the Disability Resource Services office for additional information. The Disability Resource Services website can be accessed at <http://www.csustan.edu/DRS/> Phone: 209-667-3159.

**Assignments and Grading:** (this class utilizes the +/- grading grade designation)

Two written reflections: one before (2-3 pgs), one after implementation (3-4 pgs):	40% of grade
Design of presentation:	20%
Implementation:	20%
Completed attendance and activity log:	10%
<u>Additional contributions to project report/documentation:</u>	<u>10%</u>
Total possible points:	100

**Reading:** “Engaging Islands of Unbridled Curiosity: Using Service Learning to Motivate Creative Applications of Theoretical Understanding” by Dean Jim Tuedio (available on Blackboard)

## **Project suggestions:**

### Social Studies

Early explorers (Columbus, etc)  
Colonial times  
American Revolution  
Early forms of government  
Lewis and Clark Explorations  
Native American life (one or multiple tribes) (spokespeople could be contacted)  
Industrial Revolution  
Slavery  
African-American folk traditions, e.g., storytelling (performers could be incorporated)  
Reconstruction  
Immigration(s) to Modern Times (1950s)

### Science

Space, solar system physics, planets, asteroids  
Water on Earth: water cycle, atmosphere, weather, resource conservation  
Earth Science: volcanoes, earthquakes, weather  
Human body: structures, functions, systems (digestive, urinary, circulatory, respiratory, endocrine, skin)  
Cells, microscopic world  
Animal kingdoms (macroscopic biology)  
Chemistry  
    Atomic structure, periodic chart, molecules  
    Metals, alloys  
    Salts, acid bases  
    Physical, chemical changes (ice cream!)  
    Electricity & magnetism  
    Pepsi & Mentos eruption!!  
Physics  
    Relativity & space/time

### Math

Möbius strip  
Fibonacci sequence  
Pascal's Triangle  
Math magic

## **Class Schedule** (Subject to Change)

**2/2:** Introduction

**2/9:** Meet Brett Forray: Presentation on service learning (SL) projects. "Sight Visit Tracking Sheet," "Learning Plan" (connecting your project to Service Learning), and university safety issues.

**2/16:** Orientation from Beth Gorman

*Our syllabus is blank from this point, since our activities will evolve in conjunction with your projects*