

Rutgers University
The Collaborative: Acelero/PRAB Placement
Service Learning Internship
RECITATION Syllabus Spring 2016

Instructor: Jennifer Rodriguez
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Office Hours: by appointment only

Course Description: This is an optional 1-credit online service-learning course for students who have already participated in the CESEP course in a previous semester. The Collaborative, A Center for Community-Based Learning, Service & Public Scholarship placement is associated with an Acelero/PRAB/Trenton/Dougless placement. It is also associated with the courses of Community Psychology and Mental Health, Atypical Child Development, and Infant and Child Development courses.

The purpose of the recitation is to provide students with a format to reflect on the work they are doing at their placements and to find deeper meaning in their contributions to the community. Often individuals dedicate much time to volunteering and doing good work within different organizations and settings without a space to share their experiences and troubleshoot the challenges they face. This recitation presents students working with Acelero/PRAB/Trenton/Dougless the unique opportunity to learn from each other and to strengthen their sense of civic engagement.

Course Requirements:

1. **Service Hours:** A total of at least 30 hours at your placement. This is typically completed over 10 weeks, at 3 hours a week. *If you miss a day for any reason, you are responsible for arranging make-up hours.* Your hour log must be in to me by May 5th at 9am. You can scan/email the document to me or give it to me in class.
2. **Community Paper:** Write a 2 page paper (double spaced) exploring the community that you will be working in. Discuss the population, ethnic makeup, religion, socio-economic status and how all of these factors can influence the children that you are working with. Look up information online or in books. A lot of the town websites will have demographic information that can be used. This is just so you can get a better understanding of the community you are working in and how that impacts the students you are working with. Due on February 22nd. Comment on Sakai question is due by February 29th.

3. **Classroom Lesson:** Conduct a lesson in the classroom. All of you should be in classrooms with your original teachers so they should be more willing to let you take on more responsibilities. Your lesson could be on any activity either the teacher has for you or that you come up with. Write a 2-page summary (double spaced) on what your lesson was and how it went. Due on March 7th. Comment on Sakai question is due by March 14th.

4. **Teacher Interview:** Write a 2-3 page paper (double spaced) after you have interviewed the teacher you work with (some of what you talk about can come from interviewing your teacher and some of it can come from observations you make). Talk to them about what they do in the classroom, what their training was to get there, what are some of the challenges to working at Acelero/PRAB with these students, what do they find to be rewarding, etc. You should write a paragraph or two talking about your observations. This is not meant to be critical or negative, rather it is to give you a better idea of what it is like to work with these students in a specific setting. Due on April 4th. Comment on Sakai question is due by April 11th.

5. **Goodbye Project:** A “Goodbye Project” will also be required. This project is an exercise that you will design for your last on site visit at your placement. This paper should be 3-5 pages, double-spaced summarizing the project as well as the totality of your experience. See “Goodbye Project Format” document available on Sakai for details. Due on May 5th.

6. **Participation:** You will need to respond to each of the three questions that I on post on Sakai regarding each of the different assignments (you will not need to do this for the Good-bye project). Your response should be at least a paragraph in length. You can comment on my question or someone else’s response to my question. This is a critical component of the class as we are not meeting in person to have discussions on these issues. I will post the questions when the papers are due so you will have a week (on one occasion two weeks) to respond.

7. **Grading:** Grades will be assigned based on the completion of all requirements for this course.

Community Paper	15%
Classroom Lesson	10%
Teacher Interview	10%
Goodbye Project	20%
Response to Community Paper	15%
Response to Classroom Lesson	15%
Response to Teacher Interview	15%

Although your 30 hours are not listed here as a percentage it is a **required** component in order to complete the assignments. In order to pass the course you **MUST** complete the 30 hours in your center as well as these assignments.

Important Note: At times, the subject matter in the postings may be controversial or sensitive. All viewpoints will be respected, but please note that everyone may not share your opinion on a

particular topic. Additionally, this class is designed to be a safe space for *all* individuals regardless of gender, sexual orientation, race, ethnicity, nationality, physical or mental disability, or socioeconomic status.

*****Rutgers Civic Scholar Certificate.*** As a student enrolled in the CESEP course, you may be interested in pursuing the Rutgers Civic Scholar Certification. The Rutgers Civic Scholar designation will be part of students' official transcript letting future employers and graduate schools know that they are contributing towards solving some of society's most intractable problems. For more information on the requirements for obtaining this certificate, please visit the Rutgers Civic Scholars Program website.

http://engage.rutgers.edu/index.php?option=com_content&view=article&id=87&Itemid=142******