

DePaul University School for New Learning

**LL 302 EXTERNSHIP: EMPOWERING WOMEN THROUGH EDUCATION
AND SOCIAL SERVICES**

Syllabus for Winter, 2009

Faculty: Dr. Cynthia Sims
E-mail: csims1@depaul.edu
Course location: O'Hare Campus
Dates: Saturdays, 9:00 a.m.-4:00 p.m.
On-campus dates: 1/3, 1/17, 2/14, and 3/7
Blackboard (online) date: 1/31
Other Requirements: 20 service-learning hours
Credit Hours: 4

Course Description

This course will offer students the opportunity to integrate community service with academic learning. A service-learning component will allow students to complete organized service projects that address the needs of women dealing with social issues such as poverty, incarceration, homelessness, and unemployment, which can lead to low self-esteem, lack of motivation, and/or depression. Students will keep journals that allow them to reflect on the social, moral, and ethical issues of their service-learning experiences, as well as personal connections. Completion of a final paper is also required.

Students will be required to donate 20 hours of service in various institutions that serve women, and each student will choose from a list of participating organizations during the first day of class. **Therefore, the first day of class is mandatory and cannot be made up. Students should be prepared to donate hours during the day or on Saturdays, although most sites are flexible.** Students should also be aware that service-learning projects may not always include direct contact with female clients. Site coordinators may request data collection/analysis, workshop development, and technology assistance, which will assist the organizations in providing services to its female clients.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Reflect on the learning process, including skills used and knowledge gained
2. Describe the learning styles used and strengthened
3. Explain barriers to and tools that support women's empowerment

Faculty Bio

Cynthia Sims has been an employee of DePaul University since 1989. She has served in several capacities for different departments at DePaul, including the Office of Admissions, the College of Commerce, and the School for New Learning. Cynthia received her Doctor of Education from Northern Illinois University, and has many years of college teaching and administrative experience. She also teaches the Exploring Education and Critical Thinking courses for Distance Education.

Competence Statements

L10 Can reflect on the learning process and methods used in an experiential project.

- The learning journal will be required to demonstrate competence in this statement. Each student must submit 6 journals by the end of the course.
- Students will choose to donate 20 hours of service in either a social service or educational institution.

L11 Students will create their own statement with the assistance of the instructor or choose one from the list of SNL competences statements that the student has not previously fulfilled. This statement must be approved by the instructor.

- A 10-12-page paper will be required (More information will be given in class.)

Learning Experiences

- On-campus class periods will include: class discussions, role playing, group activities, video presentations, and journal writing.
- Blackboard class periods will include: asynchronous online discussions, readings, and responses to readings.
- The service-learning component will include: 20 hours of service spread across the 10-week quarter, which will be arranged by the student and selected site.

Assignments

All students will be required to complete a 6-page learning journal describing their thoughts, feelings, and ideas about the service-learning project. This will also include a discussion of the skills and knowledge gained, as well as issues faced and how they were addressed. This journal involves critical reflection and does not simply describe activities completed at the site. Students will also post discussions and writing assignments to Blackboard during the off-campus class periods. Students will complete a 10-12-page paper that discusses their learning style development, service-learning experience, and the L11 competence statement that was written and approved.

All students will deliver a 15-20 minute oral presentation discussing their service-learning experience and learning style stretch on the last two days of class. Please feel free to bring in a video, agency brochures, or other audiovisuals to enhance your presentation; this is not a requirement. More information regarding this presentation will be given in class.

Service-Learning Responsibilities

Each student will be expected to represent DePaul University in a respectful manner while completing service-learning activities within partnering organizations. Students should report any misconduct they observe, accident experienced, or other emergencies as soon as possible to the instructor via e-mail or telephone (number to be given during class). There will be service-learning coordinators at each site to whom students may also report incidents or concerns.

Absences

Students must inform the instructor of any anticipated or emergency absences, but they are still required to complete and submit all class assignments. In order to receive a passing grade, students may not miss more than one on-campus class and participate in the online session.

Academic Honesty

The DePaul Student Handbook defines plagiarism as follows: “*Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.*” Plagiarism will result in a failing grade on the assignment and possibly failure of the course. If you are unsure of how to cite a source, please inform me and I will assist you.

DePaul University Incomplete Policy

An SNL student who wishes to receive the grade of Incomplete (IN) must formally request in writing that the instructor issue this grade. The request must be made before the end of the quarter in which the student is enrolled in a course. Students have two quarters to complete an Incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining Incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the Incomplete must be resolved within the four week grace period before final degree certification.

Laptops

Laptops may not be used in class, unless the student has a letter from the DePaul Office of Students with Disabilities stating a laptop is necessary for note-taking or other learning support.

Students with Disabilities or in Need of Special Accommodations

Any student with a physical or learning disability that may require reasonable accommodations (hearing, testing, reading, etc.) should contact me early in the course for assistance. Any other special accommodations should also be made known (seating, etc.).

Grading Criteria

This course is graded on a Pass/Fail basis. The SNL policy for Pass/Fail is as follows: “All Lifelong Learning competencies must be taken Pass/Fail, except for L6 and L7, which are letter-graded. A Pass grade is not included in calculating grade point average.” For those who need a letter grade for tuition reimbursement purposes, SNL will provide a letter stating that a Pass grade is equivalent to an “A” grade.

Points for Assignments

Attendance & Participation in Discussions	100 (20 points each class, including Blackboard session)
6 Journals	300 (50 points each)
2 Reading & Response Writing Assignments	200 (100 points each)
Final Paper & Presentation	400 (100 for presentation)
TOTAL	1000 points
Grading	1000-850 points=Pass 849 points and below =Fail

Readings

Required Text

Orenstein, P. (2001) *Flux: Women on sex, work, love, kids, and life in a half-changed world*. New York: First Anchor Books.

Other Required Readings

Selected articles and chapters from books will be distributed by the instructor. Students are required to complete research to locate related articles, books, and Internet resources to support course materials and utilize for the final paper. Some of the articles and book chapters include:

Anderson, G. M. (2003). Of many things. *America*, 189(5), 2.

Burke, T. W. & Owen, S. S. (2006). Same-sex domestic violence: Is anyone listening? *Gay & Lesbian Review*, 13(1), 6-7.

Daniel, A. (2005). Opening doors. *ASEE Prism*, 15(2), 36-39.

Holloway, L. R. (2006, January). Mid-career strategies. *Ebony*, 61(3), 68-69, 73.

Speth, J.G. (1997, October). Tend to those who tend to the future. *Choices*, 6, 19.

Springborn, B. (1997). A model for success. *Women's Sports and Fitness*, 19, 26.

Stainbrook, K.A. & Hornik, J. (2006). Similarities in the characteristics and needs of women with children in homeless family and domestic violence shelters. *Families in Society*, 87(1), 53-62.

Taylor, K., Marienau, C., & Fiddler, M. (2000). Women's ways of knowing. In *Developing adult learners: Strategies for teachers and trainers*. San Francisco: Jossey-Bass Inc.