



Career and Experiential Learning Department

Thompson Rivers University is located on the Tk'emlups te Secwepemc territory within the unceded traditional lands of Secwepemcúl'ecw (Secwepemc Nation)

Service-Learning-SERV 3000: Community Service-Learning Project: TBA (0, 0, 5) - 3 credits

Course: SERV 3000
Semester: Fall 2021
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Course Introduction and Description

Service-Learning 3000 provides third and fourth-year students with faculty supervised service-learning opportunities. This section of service-learning provides senior-level students with an extended opportunity to be engaged in and contribute to a local, not-for-profit organization in Kamloops on selected projects based on the organization's need.

Students working on projects for the community organization will have key roles assisting with specific projects. In addition, students will be required to spend part of their time providing direct service at the organization's site, thereby enriching their overall service-learning experiences and increasing their knowledge of the critical role this organization has in the Kamloops community.

Students receive service-learning credit by working individually or in cohorts on community projects. Students in this particular section must meet with the faculty supervisor and community supervisor before the onset of the projects.

In addition, students are required to keep the faculty supervisor informed about all components of the course by e-mail and by meeting in-person once per week as the course progresses. The students are also required to maintain regular communications (including in-person) with their community supervisor.

The students in this course can expect to work under the direction of the faculty supervisor and be self-motivated. The students will also meet with the faculty supervisor once per week.

Educational Outcomes

Through bi-weekly journals, presentations, and a final paper, successful students will:

- Identify several causes leading to particular issues addressed by the community agency.
- Recognize the relationship between the work of a community-based service organization and local, provincial, and national governments.
- Explain the programs and services provided by the community organization.
- Identify ways in which they can contribute to the community, including both skills and knowledge.
- Analyze how and where skills and information gained through service involvement can be applied to other situations.
- Develop at least two recommendations for improvement to improve effectiveness.
- Develop a plan to commit to continued involvement in the community and/or in political processes while in school or after graduation.
- Describe how service involvement could impact personal career development.

Prerequisites

Third-year standing and the completion of 60 credits.

Evaluation

The student's service-learning must demonstrate civic participation, community involvement, and some measure of formal critical reflection. The student must complete each of the following:

40% Six critical reflection journals to be handed in to the faculty supervisor every 2nd Friday during the course. The critical reflection journal will include descriptions of experiences and their connection to the curriculum, increased knowledge of the organization, as well as logged project and service hours completed.

Each student will spend an average of three - five hours per week on the projects including direct service time.

30% A presentation with the community organization and faculty supervisor that documents the student's project activities and includes critical reflection.

30% A formal reflection paper of approximately 2000 words (the topic of which will be determined by the student and the faculty supervisor and/or community supervisor) designed to be of specific relevance to the host community organization.

Attendance

There is the expectation that participants will attend and participate in facilitated meetings regularly. TRU policy applies – more than 10% absence will equal the grade of DNC.

[See "Student Attendance" at www.tru.ca/policy/allpolicy.html]

Prior Learning Assessment and Recognition

As per TRU policy.

[See “Prior Learning Assessment and Recognition” at www.tru.ca/policy/allpolicy.html]

Academic Integrity

Academic standards and the reputation of students and TRU are based on, among other things, academic honesty. The inclusion of someone else’s words, ideas or published material constitutes plagiarism. Other forms of dishonesty include cheating on exams, aiding and abetting cheating [and] the use of work prepared by others. [See "Academic Integrity" at www.tru.ca/policy/allpolicy.html]