**Service-Learning Grant & Designation Program**

*Thayne Center for Service & Learning*

**Appendix A: Service-Learning Designation Proposal Cover Page**

**Applicant Name: Department:**

**Applicant Title: □ \_**Full-time faculty **□ \_**Adjunct faculty **S#:**

**Applicant Phone(s):**

*(campus extension) (alternative number)*

**Applicant E-mail: □ \_**SLCC Outlook email account

*(alternative account)*

|  |
| --- |
| **Proposal Category (select one category & one sub-category): Service-Learning New Course Development \*** \_\_\_ Service-Learning Class \_\_\_ Service-Learning Component Class \_\_\_ Service-Learning Course  |
| **Modification of Existing Service-Learning Course \*** \_\_\_ Service-Learning Class \_\_\_ Service-Learning Component Class \_\_\_ Service-Learning Course \_\_\_ Previously Designated (Revamp)  |

Appendix B: Guidelines for a Service-Learning Designation Proposal

|  |
| --- |
| **Criteria of an Integrated Service-Learning Experience** |
| **Integrated Service Work****Course Learning Objectives: The following course learning objectives will be addressed:** * + **Composing Processes** such as invention, drafting, revision, editing, peer feedback, and self-assessment:
		- Students will choose a food issue to research and write about for an argument essay. They will discuss how the organization they are partnering with attempts to address the issue they are researching.
	+ **Critical thinking processes**, including summary, analysis, synthesis and argumentation:
		- Students will write summaries of their activities at their partnership, analyze their work and the impact the organization has on the community, and write an argument essay about their issue.
	+ **Conventions of writing**, especially the conventions of incorporating and citing other texts into their own writing:
		- Students will cite the organization and the people they work with at the organization in their writing.
	+ **Students will learn about food issues,** especially as they research and write their argument document.
		- Students will write an argument document about a food issue and discuss how the organization works to address the issue.
	+ **Students will analyze how community organizations attempt to address the food related needs of their community.**
		- Students will write a reflective at the end of the semester about their experience working with their community partner.

**Service-learning activities integrated into course content** * Service-learning activities are integrated into course content through brief in-class writing activities and also as students research and write their argument essay, prepare and present a presentation on their work at their community organization and write their service learning reflection at the end of the semester.
* Describe how projects and activities also connect service to civic and community engagement in the field of composition: Students in writing classes write about all kinds of issues. Students also learn about the power of the written word to create change and social justice in the world.

 \_Indicate the total number of hours that students are required to serve in the community. While there is no formal requirement, a 15 hour minimum is encouraged.  |
| **Community Partnerships**  \_Identify a possible community partner organization (you are encouraged to use the Thayne Center Community Partner Database).  \_Explain how parties (faculty, students, and community organizations) are involved in the planning and evaluation of the service-learning experience. Partnerships are respectful and mutually-beneficial.  \_Select and identify community partner organizations that offer projects and experiences that address course learning objectives.  \_If students are responsible to select their own community partner, justify how this is linked to course learning objectives. Indicate how you will provide resources and guidance to students to assist them as they form community partnerships.  |