

ASB Pre-Wildcat Welcome Site Leader Class Syllabus
Spring 2010

Course Objectives:

- Train the Pre-Wildcat Welcome 2010 site leaders
- Become familiar with the issues at each ASB site
- Learn about service learning and community development
- Understand how to make an impression on incoming freshman in a way that will encourage continued community involvement.

Class Leaders:

Todd Siegel: toddsiegel2012@u.northwestern.edu
Rachel Koh: rachelkoh2007@u.northwestern.edu

Faculty advisor – EJ Basa: e-basa@northwestern.edu

Grading:

30% Attendance/ Participation

20% Journal Reflections

40% Final Project

10% Timely Completion of Defensive Driving and First Aid/ CPR

Attendance and Participation:

Because so much of the content of this class is presented during our weekly meetings, 100% attendance is expected from all participants. Missing more than two class sessions without providing a legitimate excuse to the instructors 24 hours in advance will result in a failing grade in the class.

Journal Reflections:

Each site leader will complete a weekly journal of 1-2 pages reflecting on the content of the class or answering a specific question posed by the instructors. Each journal entry should also contain one discussion question for the following class. The purpose of these journals is twofold: first, to reflect on class material and catalyze class discussion, and second, to practice journaling, a useful tool for reflection during trips. These journal entries will be collected each week.

Final Project:

The final project consists of two parts: the participant packet and the original ice-breaker or team-building activity. Detailed information will be provided closer to the due date, but a brief explanation follows:

Each pair of site leaders will be responsible for compiling a packet of information about their site, including background research on the issue, basic information about the organization, and facts about the city where the trip will be staying. This packet will be sent to the incoming freshmen as once they are placed on their trips, and the site leaders will present the information to their fellow site leaders on the last day of class.

The second part of the assignment is to develop an original team-building exercise and teach it to the rest of the site leaders. This activity should incorporate the issues of engagement and group dynamics presented earlier in the class, and should be based on readings, class discussions and speakers.

Course Schedule:

March 31: Introduction

- Overview/ history of ASB as a program
- Discuss the Pre-Wildcat Welcome program specifically
- What are the goals of Pre-WW trips?

April 7: What is service learning?

- What is service learning? Discussion of community service vs. service learning, the essential elements of service learning, the unique challenges and opportunities of a week-long trip, and how service learning can help the organization and the individual.
- Discussion of sites
- **Guest speaker: Dan Lewis**, Professor of Human Development and Social Policy Faculty Fellow, Institute for Policy Research
- “What is service-learning?” Northeastern University Center of Community Service website. 2 April 2008.
<<http://www.northeastern.edu/communityservice/faculty/servicelearning.html>>
- **Site rankings due by Friday, April 10th at 5pm.** Rank all seven sites, and write a paragraph about why you want to go to your top three. E-mail to both Asha and Aaron.
- **Potential Canning Weekend:** Apr. 10-11th

April 14: How to facilitate service learning

- Manage your group’s learning – PARE model
- Topic-Specific Learning Goals
- Reflections: the goal, their importance, and how to facilitate them
- **Guest speaker: Jody Kretzmann**, Co-Director, The Asset-Based Community Development Institute Research Associate, Institute for Policy Research
- “*Reflection in Higher Education Service-Learning*”, excerpt from “Facilitating Reflection: A Manual for Leaders and Educators,” by Julie Reed and Christopher Koliba. University of Vermont: 1996.
- **Site description paragraph due by Friday, April 16th at 5pm.** Write a paragraph about your site and the work you expect to do there (this means you need to have contacted your site contact by now.) This will be used for promotional materials sent to the freshmen, so make it good! E-mail to both Rachel and Todd.

April 21: Group dynamics/Impact of participation

- Ice breakers
 - Team building activities
 - Strategies to make sure everyone feels included
 - (SITE LEADERS FIND OUT WHERE THEY'RE GOING!!!)
 - **Guest speaker: Helen Wood**, director of the Center for Student Involvement
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- “*Group process*,” from the Break Away Site Leader Survival Manual, Debbi Axt, 1994. Pg, 16-18.
 - “How Undergraduates are Affected by Service Participation,” Astin, A. W. & Sax, L. J. (1998). The Journal of College Student Development, 39 (3): 251-263.

April 28: First Aid/ CPR certification during class time. Time and date TBA.

- **Ten facts from each site leader pair on their site’s issue** due in class on May 5th.
- Final project outline and description sent out – due May 26th.

May 5: Issue Day

- Theme Presentations
 - Discussion on issues for each theme
 - Discussions on merits of service learning versus volunteering
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- “*Service is contested*,” Building Citizens: A Critical Reflection and Discussion Guide, pg 248
 - “*Danny*,” by Trabian Shorters. Building Citizens: A Critical Reflection and Discussion Guide, pg 287-289
 - “*To Hell with Good Intentions*,” Ivan Illich. Building Citizens: A Critical Reflection and Discussion Guide, pg 252-255

May 12: PR/ planning group activities / “Welcome to NU” packet brainstorming

- Assist in making PR materials for the activity fair, promotional brochures and flyers and letters to incoming freshmen
 - Plan on-campus activities for the morning before the trips leave and the evening they come back
 - Brainstorm useful elements for a “Welcome to NU” packet and assign portions to each site leader
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- “*How Service Learning Affects Students*.” Executive summary. Astin, Vogelgesang, Ikeda and Yee. Higher Education Research Institute, UCLA. January, 2000.
 - “*Radical Change, the Quiet Way*.” Meyerson, Debra E. Harvard Business Review. pg, 92 – 100.

May 19: The week of...and beyond

- Logistics, money, emergency protocol
 - The Alternative Break Continuum
 - How to encourage service after the trip
 - **Guest speakers: OASIS/NCDC** chairs to explain volunteer sites with connections to Pre-WW trip issues.
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- *“The Long-Term Effects of Volunteerism During the Undergraduate Years.”* Astin, A. W., Sax, L. J., & Avalos, J. (1999). *The Review of Higher Education*, 21 (2): pg, 187-202. Read “Context for the study,” and “Discussion” only
 - *“Volunteering and community service involvement declines after students leave college,”* Higher Education Research Institute, UCLA, 2005
 - **Complete final project** by May 26.

May 26: Final project presentations, wrap-up