



uOttawa

Centre Michaëlle-Jean pour l'engagement
mondial et communautaire

Michaëlle Jean Centre for Global
and Community Engagement

COMMUNITY SERVICE LEARNING PROGRAM (CSL)



Professor's Handbook

Michaëlle Jean Centre for Global and Community Engagement (MJCGCE)

www.servingothers.uOttawa.ca

University of Ottawa
85 University Private, Room 312
Ottawa, Ontario
K1N 6N5



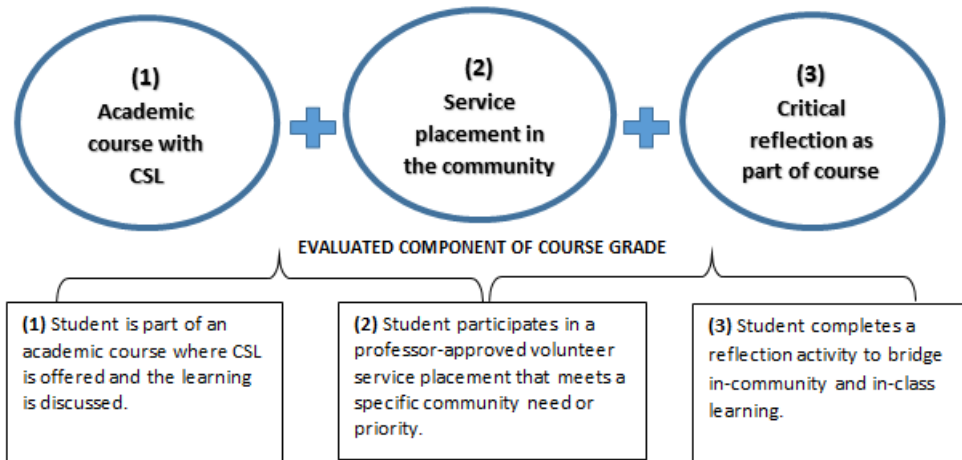
Table of Contents

I. What is Community Service Learning (CSL)?	3
I.I. What impact should CSL have on students?	3
I.II. What are the benefits of CSL?	4
II. How to integrate CSL into a course	5
II.I CSL learning objectives	6
II.II Assigning CSL placements	6
II.III Developing a reflection assignment	7
II.IV Evaluating student performance and reflective assignment	8
II.V Adding CSL to your syllabus	11
III. What are the next steps?	11
III.I CSL at a glance: From start to finish	13
APPENDIX I - CSL Program Responsibilities (Professors; Students; Community Partner; MJCGCE)	14
APPENDIX II - CSL Resources and Reference Material	17
APPENDIX III - Evaluation Completed by Placement Supervisor	18
APPENDIX IV - Sample (condensed) Syllabi from University of Ottawa Courses	19
APPENDIX V - Sample Placements	23

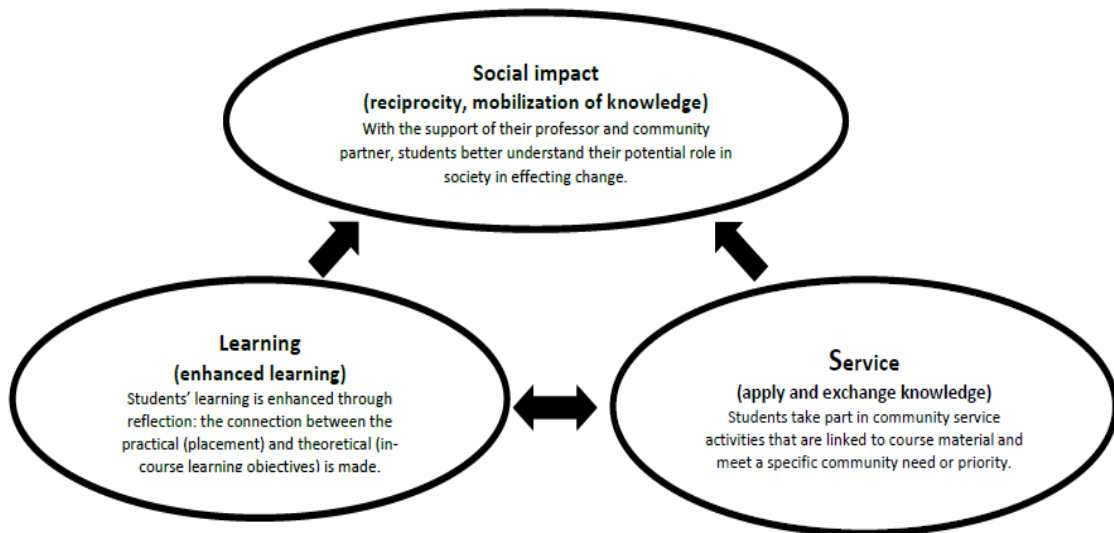


I. What is Community Service Learning (CSL)?

Community Service Learning (CSL) is a credited educational experience, that (1) is conducted as part of a course, during which (2) students participate in a structured volunteer service placement (volunteer activities) designed to meet a community need or priority and (3) critically reflect on their in-community placement learning to develop a better understanding of class materials and of their field of study. To be included in the Centre’s CSL program, a course must have all three components, as shown below:



I.I. What impact should CSL have on students?





At the University of Ottawa, CSL courses offer service placement options that are linked to the course’s objectives and require participating students to critically reflect on the connection between their placement experience and the course material. This in turn offers students the opportunity to enhance their knowledge of their field of study, and in some cases, enables them to understand the potential role they can play in effecting change in society (social impact).

I.II. What are the benefits of CSL?

For CSL to be successful the service learning experience must act as a tool to enhance the course; in return, the course should serve as an instrument to reinforce the placement. The two pieces must be complementary and are crucial to each other’s success.¹ This does not mean CSL must be a mandatory course requirement; actually, we recommend that it be an optional component. Professors typically use CSL to replace another course deliverable (see Appendix III for sample course syllabi).

Table 1 – Benefits of CSL²

Students	Professors	Community Partners
<ul style="list-style-type: none"> •Develops skills and broadens knowledge (critical thinking, problem-solving, leadership, communication) •Increases understanding of concepts learned in class •Applies theory to real-life situations •Enhances social awareness and responsibility •Expands network and offers practical work experience 	<ul style="list-style-type: none"> •Incorporates theory taught in class with practice in the community •Encourages students to be more engaged in class •Enhances student experience and furthers learning through proven pedagogy •Creates partnerships with community organizations that can potentially lead to collaborative initiatives 	<ul style="list-style-type: none"> •Provides additional human resources, which in turn allows partners to increase services and accomplish goals that may otherwise not be possible •Provides organizations with knowledge and skills that students have gained through their university studies

A study by Dr. Tanya Martini of the Department of Psychology at Brock University titled “Student Perceptions of Relevant Degree-Related Experiences: The Importance of Skills-based Learning” focuses on benefits from the students’ perspective. First year students were asked to comment on the relevance of a variety of learning experiences in relation to their own career goals.

As seen in Table 2, service learning ranked highest. Standard assignments (e.g., essays) were seen only as “somewhat” relevant. What type of experiences were most relevant to psychology majors? The highest ranked

¹ Cameron. “The Future of the University.” *Getting Wisdom*. 45.

² Gemmel, Lawrence J., and Patti H. Clayton. “A Comprehensive Framework for Community Service-Learning in Canada.” Canadian Alliance for Community Service-Learning, 2009. 18-28.



answer was “work-related experience,” which scored 40%, followed by coursework (27%), personal development experiences (22%) and leisure/extracurricular experiences (10%).

Why were work-related experiences seen as more relevant to students? Qualitative data suggests the answer is related to skills-based learning: When the transferable skills linked to a learning experience are more obvious to students, they view the learning experience as being more relevant and more valuable to their future career, and say that they would be more interested in having it. Service learning appears to present an excellent opportunity for reflecting on career-related transferable and self-management skills. It also provides an opportunity to get students thinking about how these skills can be developed in different ways, and how they can be transferred.³

Table 2 – First Year PSYC Students (N=784)

Assignment	Mean (SD)
Brain Essay	4.43 (1.62)
Cognition Essay	4.46 (1.39)
Commercial	3.27 (1.61)
Wikipedia	3.61 (1.35)
Service Learning	5.12 (1.72)
On-campus job	4.65 (1.58)

7-point scale, 1 being not at all relevant, 4 being somewhat relevant, 7 being very relevant

II. How to integrate CSL into a course

You, as the professor, determine the role that CSL will play in your course and whether the CSL experience fits with the course content and learning objectives. This means that you must set learning objectives that fall under one or more of the following categories: course-related learning, general learning, learning how to learn, learning about the community, interpersonal learning and intrapersonal learning. Once the learning objectives have been set, you determine how to help students meet them and select methods to assess what the students have learned. You, along with Centre staff, determine the reflection questions that students will address. This element can be expanded to fit specific faculty or course requirements.

We recommend that CSL service placements be for a minimum of 30 hours; however, this can be adjusted according to course and community partner needs. CSL options can be developed to match different course levels (e.g., first vs fourth year courses).

³ “The Importance of Skills-Based Learning.” Tanya Martini, PhD. Department of Psychology, Brock University. Presented June 2013.



II.I CSL learning objectives

Clear, concise learning objectives are crucial in making a student's CSL placement a successful experience. These learning objectives tie community service to course theory through reflection.⁴ For this reason, we strongly recommend that CSL learning objectives appear in the syllabus.

Professors, students and community partners are responsible for understanding the course learning objectives. Please ensure that your students understand them and can communicate them clearly to their placement supervisor. Should there be any conflict between student and community partner expectations, please advise your students to contact the assigned Centre placement officer.

II.II Assigning CSL placements

Once your course is registered in the Community Engagement Navigator, a placement officer from the Centre will discuss its learning objectives with you and find placements to match (see Appendix V for sample placements). Once placements have been assigned to your course, you must approve each one through your Navigator account before it becomes visible to students.

Since placements are assigned to your course in the Community Engagement Navigator, we encourage community partners to describe placements in relation to how they align with the following learning objectives:

- Apply learning from a specific field of study
- Develop critical thinking and analytical skills
- Identify different approaches to solving problems through a variety of appropriate techniques
- Develop the ability to communicate orally and/or in writing to a variety of audiences
- Develop the ability to work in an interdisciplinary team
- Enhance initiative, accountability and decision-making skills
- Enhance social awareness and active citizenship
- Gain research experience

Normally, we restrict the percentage of students in a course who are able to participate in CSL to 40% in order to maintain the quality of our program. If you have a course with 100 students, 40 will have the option of registering for CSL. This would include students who may already be volunteering with a community partner (placements proposed by students (PPBS), if the placements are approved by the professor. Students choosing this option must adhere to the timelines presented to them in the course and by the Centre, and ensure that their partner complies with our eligibility requirements.

⁴ Gemmel, Lawrence J., and Patti H. Clayton. *A Comprehensive Framework*. 2009. 10.

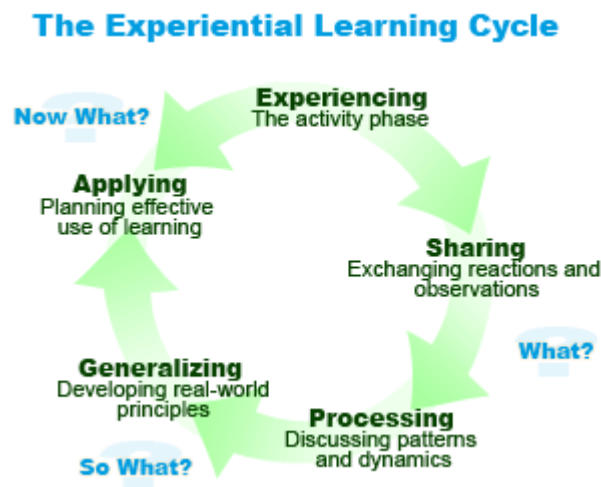


II.III Developing a reflection assignment

Service learning practitioners and researchers have concluded that the most effective service learning experiences provide structured opportunities for learners to critically reflect upon the experience.⁵ Reflection is one of the most academically rigorous components of service learning, helping students process their community work and critically assess and understand what they are seeing and doing.⁶ It should take place before, during and after the service learning experience and should be “continuous, connected, challenging, and contextualized.”⁷

Kolb’s Experiential Learning Cycle suggests that students participating in service learning should ask themselves the following questions, beginning with “What?”

Figure 1. Graphical representation of the reflection process (Kolb’s Experiential Learning Cycle)⁸



1. **What?** Objectively report the facts and events of the experience.
2. **So What?** Analyze your experience.
3. **Now What?** Consider future implications of your experience for you and the community.

The reflection piece should make students think about the following questions:

- **What happened?** What was your placement and why did you choose it? How did it reflect the things you were interested in and the things you cared about? How did the

⁵ University of Minnesota: Reflection in service-learning classes. Accessed July 2015 from: <http://www.servicelearning.umn.edu/info/reflection.html>

⁶ University of Minnesota: Reflection in service-learning classes. Accessed July 2015 from: <http://www.servicelearning.umn.edu/info/reflection.html>

⁷ "Implementing Service Learning: Facilitating Critical Reflection and Discussion." *Service Learning Guide*. University of Washington. 16.

⁸ Kolb, David. Experiential Learning Cycle chart.



experience go? What did you actually do? What issue was addressed or what population was served?

- **How do you feel about what happened?** How significant was the experience? How far did it challenge your existing beliefs or ideas about the world? Did it change the way you think about yourself and your future plans?
- **What do you think about what happened?** What sense do you make of the value of the experience? What did you learn? Did you learn a new skill or clarify an interest? What decisions did you make after the placement and why? How is your experience different from what you expected? What did you learn about the community? What are some of the its pressing issues? How does this project address them?
- **What have you done as a result of what happened?** What has been the long-term impact? What have you done since then that was influenced by the experience? What pertaining to this project or issue would you like to learn more about? What follow-up is needed to address any challenges or difficulties? What information can you share with your peers or the community?

For group CSL projects, reflective questions may include:⁹

- In what ways did the group work well together?
- What does this suggest to you about the group?
- How might the group have accomplished its task more effectively?
- In what ways did others help you today? And vice versa?
- How were decisions made? Were everybody’s ideas heard?

II.IV Evaluating student performance and reflective assignment

Integrating the CSL program into your course does not necessarily result in more work for you — it may even reduce grading time! Reflective assignments and what they replace vary from course to course. Often, CSL replaces mid-terms, research projects and other assignments that fulfill similar objectives. For example, if the non-CSL option is a midterm or a 30-page research project, the CSL option could involve 30 volunteer hours and one of the following: a five-page reflection paper, a poster board, an online journal or even a class discussion in which CSL students describe their experiences to non-CSL students.

We recommend that CSL account for 25% to 35% of the final mark.

For specific types of reflection activities, see **Table 3** below. For additional reflection questions, see the “Reflection Resources” in Appendix II.

⁹ Cal Corps Essential Guide to Reflection.



Table 3 – Types of Reflection Assignments

<h2>Final Analysis Paper</h2>	<ul style="list-style-type: none"> •Allows students to view their experience in retrospect. •Includes a section on how the placement related to course material and what was gained from placement. •Gives professors an idea of how the CSL program affects students and what can be done to improve it for future sessions.
<h2>Case Study</h2>	<ul style="list-style-type: none"> •An opportunity to analyze a situation and practise problem-solving skills. •Typically requires students to write about an ethical dilemma encountered during their service learning. •Can be presented in class or in small groups, with possible resolutions discussed. •Presentations involve other students in the CSL experience.
<h2>In-Class Presentation</h2>	<ul style="list-style-type: none"> •Students present placement to class: lessons learned, challenges faced, relationship of placement to class theories, etc. •Involves non-CSL students in the experiential learning process. •Gives the opportunity to invite community partner supervisors, including them in the learning process. •Sustainability: students see the impact their placement had on learning, and how the University and its surrounding community connect.
<h2>Blog</h2>	<ul style="list-style-type: none"> •Elicits interaction between student, peers, professor and CP. •Should be updated soon after completing volunteer shifts, with multiple entries analyzing overall experience. •Entries can be used in writing analysis papers or crafting in-class presentations. •Tags can be used to organize posts and are useful for writing final reflection papers. •Two sections: (1) general reflection on how they felt at their placement and issues that arose; (2) pre-determined journal discussion topics students respond to.



Discussion and Debate

- CSL students discuss their placement, challenges they faced, resolving conflicts, etc. Other students share their feedback.
- CSL students are encouraged to share anecdotes during lectures.
- Non-CSL students are involved in the experiential learning process.
- Can take place in class or in discussion groups, formal or informal.

Journal

- Students discuss events as they occur.
- They address situations objectively, subjectively and analytically.
- Entries should take place after each volunteering shift, with multiple entries analyzing the overall experience.
- Entries can later be used in writing analysis papers or crafting in-class presentations.

Portfolio

- Students compile reflection material: journals, proposals, essays, presentation notes, etc.
- May involve more creativity than other reflective activities (e.g., photo journal, scrapbook, etc.).
- Can include projects completed during the CSL placement.

Timesheets and feedback tool

In addition to evaluating the reflective assignment, placement supervisors are asked to submit a feedback/evaluation form covering student performance through the Community Engagement Navigator (see Appendix III for evaluation template). They must also confirm if students have completed the required hours by approving timesheets. You, as the professor, can view both evaluations and timesheets through your Navigator account.



In courses where CSL is mandatory, we strongly recommend establishing replacement coursework for students whose placements fall through for reasons beyond their control.

Incomplete CSL placement

CSL should be evaluated in the same way as any other component of a student's grade. If a student does not complete his or her placement according to the rules and deadlines set by you and the Centre, the student should be evaluated accordingly. Failure to fulfill the CSL commitment affects both the community partner and, potentially, the Centre's relationship with the partner, as well as the University's reputation. While our placement officers stress the importance of completing placements when they present the CSL program to students at the beginning of the session, please clearly remind the class of the consequences of failing to complete a CSL placement as necessary.

II.V Adding CSL to your syllabus

Courses that offer CSL must include the following information in the course syllabus: the uOttawa components of the CSL program (as described on page 3 of this document) and a short text on the Centre, provided by the assigned placement officer. We also suggest including the following:

- Placement criteria
- Learning objectives
- Dates of in-class CSL presentations or other deliverables
- Evaluation criteria (as well as which assignment CSL replaces if CSL is optional)
- Percentage of grade the placement is worth (we recommend between 25% and 35%)
- Deadlines for registering for a placement, having hours approved and completing an evaluation
- Placement officer contact information (and general email: servingothers@uOttawa.ca)
- Penalty for non-completion of required CSL hours

Our staff can help you to incorporate CSL into your syllabus. You may also view sample syllabi from experienced University of Ottawa CSL professors in Appendix IV, or ask us for more examples.

III. What happens next?

Now that you know more about the CSL program and how to integrate it into your course, here are the three steps you will need to take in order to participate.

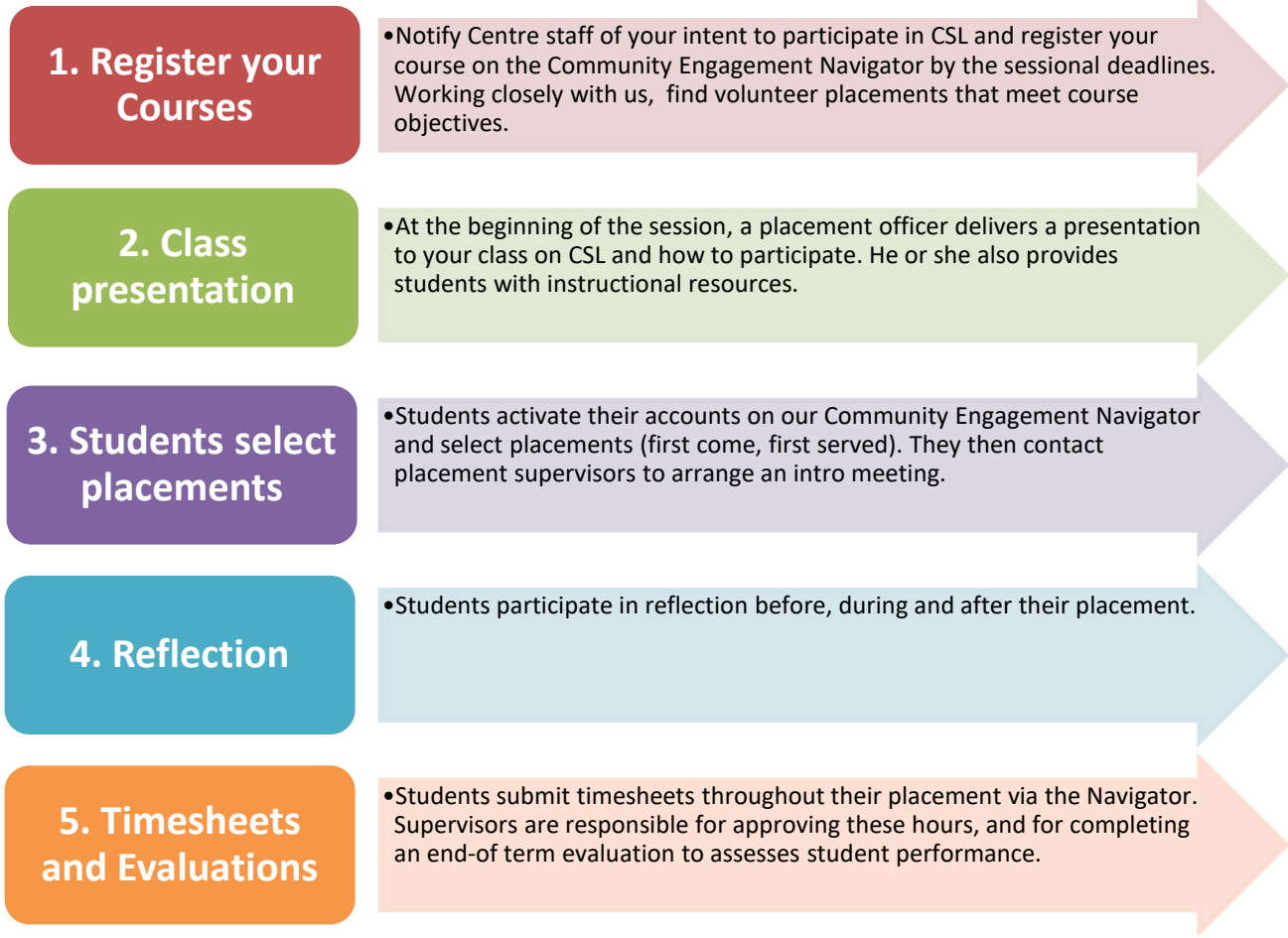
1. **Get to know the program requirements:** Review the **CSL Definition** (see page 3) and the **CSL Program Roles and Responsibilities** (see Appendix I) to fully understand the program requirements, as well as the responsibilities of participating students, community partners and the Centre.



2. **Register your course by the CSL sessional deadlines:** If you are interested in the CSL program, you must notify us and register your course in the Community Engagement Navigator (via VirtuO) by the sessional deadlines, so that we can assess whether we can provide quality placements that meet your course requirements. We post the deadlines for each session in our [CSL calendar](#).
 - **Sessional deadlines:** For fall courses: June 20; for winter courses: November 1; for spring-summer courses: March 20.
 - **Note:** If you are a part-time professor, you may not have your course load confirmed by these deadlines. We encourage you to notify us of your interest well before the deadline, so that we have time to evaluate our capacity and anticipate the sessional course load to meet your request.
3. **Coordinate your CSL component with us:** Once your course is registered, a placement officer will be assigned to work with you for the duration of the course. The placement officer provides advice on all CSL aspects of your course (syllabus design, placement identification, administrative questions, technical issues, etc.), and also serves as main contact for students, community partners and the Centre.
 - If you have ties to specific organizations you would like your students to carry out placements with, discuss this with your placement officer as soon as possible to facilitate communication.



III.I CSL at a glance: From start to finish



If you have any other questions or would like to discuss the possibility of integrating the CSL option into your course requirements, please contact the Centre to speak to the manager, community engagement or to one of the three placement officers.

Michaëlle Jean Centre for Global and Community Engagement (MJCGCE)

University of Ottawa
University Centre (UCU)
85 University Private, Room 312
Ottawa, Ontario, K1N 6N5
Telephone: 613-562-5945
Email: servingothers@uottawa.ca
www.servingothers.uOttawa.ca

We wish you a wonderful session!



APPENDIX I - CSL Program Responsibilities (Professors; Students; Community Partner; MJCGCE)

For Professors

Academics	Service Placement	Reflection
<ul style="list-style-type: none"> • Notify centre staff of their intent to participate in CSL by the sessional deadlines. • Include the definition of Community Service Learning program, its requirements and a short text on the centre itself (provided by the centre) in course syllabus. Share a copy of the course syllabus with centre staff. • In optional CSL, determine the CSL-evaluated component of the course grade (or what CSL will replace in the course), assign proportionate weight for placement and reflection within the overall grade and contextualize student learning objectives for all options offered in class, so that students can make an informed decision. • In courses where CSL is mandatory, contextualize what the CSL placement represents to students' learning and the program requirements, and establish plan B coursework for students whose chosen placements fall through for reasons out of their control. • Arrange in-class CSL staff presentations with centre. • Consider service hours carried out, evaluation from community partner, reflections and in-class CSL student discussion in grading student. • Meet all CSL sessional deadlines and inform centre staff of any changes that affect participating CSL students. 	<ul style="list-style-type: none"> • Work in close collaboration with the centre to find volunteer placements that meet course objectives. • Approve placements in a timely manner, before the in-class presentation by the centre. • Review students' evaluation and timesheets on the Community Engagement Navigator. 	<ul style="list-style-type: none"> • Provide a structured reflection activity in the course. • Determine evaluated reflection format (essay, blog, etc.) and proportion of overall grade reflection represents before the start of the course and share them with centre's staff. • Encourage students to respond to at least two or three key reflection questions, as outlined in the CSL Professor's Handbook. • Review the completed reflection activity to assign a grade. • Where appropriate, encourage reflection in the classroom (in both mandatory and optional CSL).



For Students

Academics	Service Placement	Reflection
<ul style="list-style-type: none"> • Read the syllabus to understand the Community Service Learning program requirements and make a decision on whether or not to take on optional CSL. • In mandatory CSL, select or propose a placement before the centre-assigned deadline. • Ensure they understand the learning objectives and how they relate to the available placements. • Ask the centre or professor for clarification as necessary. 	<ul style="list-style-type: none"> • Log onto the Community Engagement Navigator to select and start their service placement on time, and then contact their placement supervisor to schedule a first meeting. • Fulfill placement requirements (training, police record check, etc.) in a timely matter. • Carry out the required hours and enter them on the Community Engagement Navigator throughout the session, meeting all deadlines. • Notify both their professor and the centre of any changes to the placement (i.e., cancelling or dropping the course). • Ensure community partner supervisor approves their hours by the deadlines. • Encourage community partner supervisor to provide feedback on their placement experience via the online evaluation. • Review feedback from community partner supervisor. 	<ul style="list-style-type: none"> • Complete the in-class CSL reflection evaluated component and take the time to reflect on their learning as described in the syllabus. • Participate in class discussions or other activities to encourage further learning, as proposed in the course outline (optional and mandatory).

For Community partners (CP)

Academics	Service Placement	Reflection
<ul style="list-style-type: none"> • Ensure they understand the difference between CSL and extracurricular volunteering (EV) and confirm their interest in taking on CSL students, who volunteer as part of a course. 	<ul style="list-style-type: none"> • Prepare placement description and requirements prior to the start of the session—as much as three months in advance. • At the start of the student placement, provide orientation on the organization and the placement tasks as well as occupational health and safety requirements, as needed. • Provide ongoing feedback as well as ongoing and timely placement supervision. • Inform the centre as soon as possible if problems or concerns 	<ul style="list-style-type: none"> • Ensure they are available to discuss questions pertaining to the student's reflection, where relevant and as initiated by the student.



Academics	Service Placement	Reflection
	<p>arise, or if there is a change in supervision of the student.</p> <ul style="list-style-type: none"> • Approve timesheets directly on the Community Engagement Navigator by the deadlines. • Document students' work and performance in the online evaluation form by the deadlines. 	

For Centre staff

Academics	Service Placement	Reflection
<ul style="list-style-type: none"> • Assist professors in integrating CSL into their class. • Familiarize themselves with course syllabi to understand the learning objectives. • Work with professors to ensure staff understand the type of placements being sought. • Verify with the professor that any course with CSL includes all three program components. If it does not, bring the matter up with manager or director to review how best to approach the situation. • Provide professors with a definition of the Community Service Learning program and its requirements, as well as a short text on the centre itself and specific centre staff contact information to be added to the syllabus. 	<ul style="list-style-type: none"> • Liaise with community partners to cultivate ideas for possible placements. • Identify community-based placements that meet the course objectives. • Organize CSL class presentations for students. • Answer questions from students, community partners and professors by email, telephone or in person. • Send reminders to students and community partners regarding the timely entry and approval of timesheets as well as the submission of the online evaluation. • Problem solve as needed with community partners, professors and students. 	<ul style="list-style-type: none"> • Assist professors in adapting reflection questions as required.



APPENDIX II - CSL Resources and Reference Material

Reflection Resources

- University of Minnesota: Reflection in service-learning classes. Accessed July 2015 from: <http://www.servicelearning.umn.edu/info/reflection.html>
- Campus Compact — “Structuring the Reflection Process.” Accessed July 2015 from: www.compact.org/disciplines/reflection/structuring
- National Service-Learning Clearinghouse: www.servicelearning.org
- National Services for Learning: www.nslexchange.org
- International Association for Research on Service-learning and Community Engagement: www.researchslce.org

Academic Articles

- Beebe, Rose Marie, and Elena M. De Costa. "Teaching Beyond the Classroom: The Santa Clara University Eastside Project Community." *Hispania* 76.4 (1993): 884-91. *JSTOR*.
- Cameron, Silver Donald. "The Future of the University." *Getting Wisdom: the Transformative Power of Community Service-Learning*. Montreal: J. W. McConnell Family Foundation, 2010.
- "Implementing Service Learning: Facilitating Critical Reflection and Discussion." *Service Learning Guide*. University of Washington. 16-18.
- Rama, Dasaratha V. "Structuring the Reflection Process." *Campus Compact*. May 13, 2011. Web. <<http://www.compact.org/disciplines/reflection/structuring/>>.

Service learning guides from other universities

- University of Washington
 - depts.washington.edu/leader/pdf/ServiceLearningGuide2006.pdf
- Indiana University and Purdue University: Reflection Activities
 - www.presidentialserviceawards.gov/yes/tools/reflection%20guide.pdf
- University of Vermont: Reflection Manual
 - www.uvm.edu/~dewey/reflection_manual

Community service learning associations

- Canadian Association of Community Service Learning: www.communityservicelearning.ca/en
- Campus Compact: www.compact.org
- National Service-Learning Partnership: www.service-learningpartnership.org

Other resources

- *A Comprehensive Framework for Community Service-Learning in Canada*
 - www.communityservicelearning.ca/en/documents/AComprehensiveFrameworkforCSL.pdf
- Campus Compact: examples of syllabi
 - www.compact.org/category/syllabi
- Laurier Community Service Learning — *Learning Outcomes*
 - www.wlu.ca/docsnpubs_detail.php?grp_id=1934&doc_id=38988
- Laurier Centre for Community Service Learning — *Faculty Handbook*
 - www.wlu.ca/docsnpubs_detail.php?grp_id=1934&doc_id=42212
- Laurier University – CSL FAQs
 - www.wlu.ca/page.php?grp_id=1934&p=10641



- Western New Mexico University — “101 Ideas for Combining Service and Learning”
 - <http://www.ahead.org/uploads/2008/handouts/block8/8.2%20-%20Handout%20%20-%20101%20ideas%20for%20SL%20by%20subject%20area.pdf>
- Education Development Center — “Learning in Deed”
 - www.edc.org/newsroom/articles/learning_deed

APPENDIX III - Evaluation Completed by Placement Supervisor

The objective of the evaluation is to assess the student’s volunteer contribution. Students can access the evaluation since it will benefit them in their learning. Please complete the questionnaire as accurately as possible. We thank you in advance for taking the time to fill it out. If you have any questions, please contact the Michaëlle Jean Centre for Global and Community Engagement at 613-562-5945 or servingothers@uOttawa.ca.

Student name:
Student number:

Course code (if CSL):
Session:
Year:

Supervisor’s name:
Supervisor’s email:

Please rate the student’s performance in the following areas:

	Poor	Fair	Good	Very Good	Excellent	N/A
Attendance and punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to follow guidelines and instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with people student worked with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desire to learn, improve and integrate feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Successful completion of agreed upon responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benefit of student’s service to your organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide brief comments on the student’s strengths and areas of improvement:



APPENDIX IV - Sample (condensed) Syllabi from University of Ottawa Courses

FEM 2104A: Gender, (Dis)ability and Health; Professor Zeina Abou-Rizk, PhD

3. Community Service Learning (CSL):

If you choose this option, you **will** have the opportunity to volunteer within a community-based organization whose scope of work revolves around gender, health, and/or (dis)ability. You will also write up a report about your community work experience. Using the key concepts learned in class, the report could include:

- **Overview of the CSL experience:** In this section, you will give an overview of the activities and tasks you have completed throughout your CSL experience. In addition, you will tell the reader about the mission and objectives of the organization within which you volunteered. In other words, you will describe the rationale that informs the services and/or programs offered by the organization and indicate the individuals whom the services and/or programs are tailored to. You could certainly write about other ideas/thoughts/experiences you deem important to include in this section.
- **Critical analysis of the CSL experience:** In this section, you will perform an evaluation of your CSL experience. Some examples of the components of your evaluation could be: (a) a discussion of the positive and negative events that occurred during your community-based experience, (b) an analysis of the level of rapport or involvement with women, men, and/or other persons (if applicable), (c) a constructive evaluation of the strengths and weaknesses of the program(s) of the organization, (d) a suggestion of what could be done differently to improve the well-being of individuals for whom the program(s) are designed.
- **Lessons learned during the CSL experience:** In this section, you will discuss the lessons learned during your CSL experience. Furthermore, you will provide an explanation of how the community-based experience you were engaged in was helpful to develop a better understanding of some of the theoretical concepts related to gender, health, and/or (dis)ability seen in class and in your readings.

Your report may be written in English or French. You will include a cover page with the title of the course, your name, the name of the professor, the title of your proposal, and the date of submission. You will also include a bibliography or list of references at the end of your paper. Your list of references should include **ONLY** the references for authors or works CITED in your paper. You are required to offer a scholarly reflection of your community volunteering experience. This means that you must use scholarly language to express your ideas and that your paper must draw from refereed articles (i.e., articles published in a scholarly journal where there is a review board to evaluate articles prior to publishing). A minimum of **5 refereed articles is required**, but any other source may be used in addition to the 5 refereed articles. Your paper is to be a minimum of **6 pages and a maximum of 8 pages** in length, 12 point font, double-spaced with 1 inch margins using **APA style** referencing. Your essay and references must be formatted according to the privileged **APA style**. The *Publication Manual of the American Psychological Association* is available at the library.



You will submit a paper version of the term project in class on March 26 by 8:30 p.m. No electronic copies will be accepted.

Some information on community service learning (CSL):

What is Community Service Learning (CSL)?

CSL is a form of experiential learning which allows students to contribute to their community by participating in professor-approved community service placements that are related to their course learning objectives. This program is coordinated by the University of Ottawa's Michaëlle Jean Centre for Global and Community Engagement.

Selecting a CSL Placement:

- Students can choose from a list of professor-approved placements offered by the Centre on the CE Navigator [website](#); or
- Students can propose their own placement to the professor and register it with the Centre.

CSL Placement Criteria:

- The placement must be with a non-profit organization or social enterprise.
- The placement must be related to the course themes or learning objectives and must be approved by the professor.
- The student must volunteer for a minimum of 20 hours.
- The student must be matched to the placement on the CE Navigator [website](#).
- The student must log a minimum of 20 volunteer hours and have them approved by his or her supervisor.
- The supervisor must complete an evaluation of the student's performance.
- The student must submit a reflection paper of the placement to the professor by **March 26, 2013**.

Learning Objectives for CSL:

- Situate theories discussed in class in relevant, "real-world" practical situations;
- Address the relation of service learning to current issues by placing the service activity and the associated student self-reflection at the center of the course;
- Enrich students' sense of social awareness and responsibility by working directly with people in need.

Questions/Concerns:

Please contact [[placement officer name, email, and phone number](#)] at the Michaëlle Jean Centre for Global and Community Engagement as soon as any questions or concerns regarding your placements arise:

An incomplete Community Service Learning (CSL) placement will result in a loss of 30% (i.e., 9 points) of your final mark on the term project.



POL 4170 : The Politics of Foreign Aid; Professor Tyler Attwood, PhD

Distribution of Grades

OPTION ONE – Regular Course Option

- ❖ **Participation 20%**
- ❖ **Presentation 10%**
- ❖ **Reaction Papers 15% (3 @ 5% each)**
- ❖ **Essay Outline 10%**
- ❖ **Research Essay 45%**

OPTION TWO – Community Service Learning (CSL) Option (see p. 6 for more information on CSL)

- ❖ **Participation 20%**
- ❖ **CSL Presentation 10% (final two class meetings)**
- ❖ **Reaction Papers 25% (3 @ 8.3% each)**
- ❖ **CSL Essay 45%**

....

CSL OPTION: If you choose to do the CSL option for this course, you will be required to give a brief 10 minute presentation on April 2nd or April 4th on your experience at your volunteer position. Your goal will be to convey the service-learning experience in all its aspects to the class. You will discuss the organization, its purpose, what you have learned as a result of the placement, the challenges you faced, etc., and you will be expected to answer questions from your classmates. You will also want to make some links between what we've learned in class and what you experienced. CSL students will not have to present on a course reading.

- ❖ **Reaction Papers 15% (3 @ 5% each; CSL option: 3 @ 8.3% each) – Once per month** (January, February, March/April), you are required to submit a short paper in response to **one** of the readings for that class meeting. These papers should be in the range of 500-750 words. In these papers, you should critically evaluate the strengths and weaknesses of the arguments, the logical and practical implications of the author's points, and possible links with other articles and perspectives. You should **NOT** summarize the article. Assume that the reader has also read the article and speak from a position of familiarity with the arguments. In your evaluation, it should be clear that you have thoroughly read and understood the piece(s). **NOTE: You cannot do a reaction paper on the article you are presenting in class.** In your reaction papers, I am looking for evidence of you having done the readings and put some thought into their ideas, the quality of your critical analysis, and the insight you display by making links to broader themes and implications. The point is not to engage in a total destruction of the reading simply for the sake of disagreeing. While you are certainly welcome to be skeptical, constructive assessments are preferred. Papers are due at the beginning of the class that we are scheduled to discuss them.



- ❖ **Essay Outline 10%** - (due no later than **March 7th**) This assignment is designed to get you started early on working on your essay and to allow me to provide some feedback on your project as it develops. You are free to choose the topic/research question of your essay, but it must be related in some way to an aspect of foreign aid. You may take inspiration from the course themes, readings, current events or prior research interests (note: this doesn't mean submitting an old paper again!). Your outline should contain: (1) the topic of your essay, including a working title; (2) a short explanation of the topic and your research question(s), justifying your choice (What are your main lines of argument going to be? Why is this topic important? What case(s) will you examine? Are you aiming to make a broader point based on this more specific analysis?); and (3) a bibliography of **at least 6** books and/or scholarly, peer-reviewed articles (not including course readings) and as many credible, non-scholarly sources as you wish (e.g., newspaper/magazine articles, government/NGO documents). For each bibliographic entry, write a short summary (2-3 sentences). These summaries should not just state the subject of the article, but should give a more precise indication of the author's conclusions, theoretical perspectives, lines of reasoning, etc. The outline should be submitted in hard copy form in class on or before March 7th. **No essay will be accepted if you have not submitted an outline by March 7th.**

- ❖ **Essay 45%** - (due no later than **April 16th**) Your essay should fully develop your outline topic, following your lines of argumentation stated there. Topic changes from the outline are strongly discouraged (and, in any case, must be cleared with the professor). The paper should be between 3750-4500 words, not including foot/end notes, a bibliography, title page and any appendices. You should follow an accepted citation style (APA, MLA, etc.). You should aim to have between 10-15 scholarly sources (books, articles) in your final paper, with as many credible non-scholarly sources as you wish. You will be assessed, in large part, on the overall coherence of your arguments and clarity of writing. More than an occasional grammatical/spelling mistake will cost you. Points will be deducted for incorrect citations. Your essays should be submitted in hard copy form on **April 16th from 3:00-5:00pm at my office**. If you wish to submit your paper early (or late) please use the drop box on the door of DMS 9103 or hand it in at the POL secretariat (DMS 9101).

CSL OPTION: Rather than submitting a research essay (and an outline), you are required to submit a reflection paper of 1000-1500 words detailing your experience **by April 16th**. Your paper should not only reflect on what you did and what you gained from the placement, but it should also include a section linking how the placement relates to the ideas and themes in the course. The precise content of the paper will depend in part on the nature of the placement position. **CSL students should discuss their paper with me before April 4th.**



APPENDIX V - Sample Placements

CMN 3102B : Quantitative Methods

- **Community Partner:** Dovercourt Recreation Centre
- **Placement Title:** Survey & Analysis Group
- **Description:** Communication students will be looking to identify with your guidance, a need and from there develop a set of questions and hypotheses that will be tested using a survey. Needs can include customer satisfaction, employee performance, public opinion, corporate image, market penetration, social development, or quality improvement. The students will develop and administer the survey and then analyze the results using quantitative statistical analysis software. Finally, the students will put together a final report which will include a summary and analysis of their findings, which will then be presented to the organization and the professor. It is important that students have a minimum of 60 surveys collected and that a fair schedule is followed for the work to be done on time for the report due date.

FEM 2103A: Methodology in Feminist Studies

- **Community Partner:** Feminist organizations (e.g., CRIAW); feminist researchers at uOttawa
- **Placement Title:** ECO team assistant
- **Description:** Assisting researchers with data gathering and management. Students can support a clearly defined research project in progress, but should not be expected to take any initiative or act independently. The goal is exposure to the mechanics, so to speak, of conducting research, skills involved in a research project at the stages of gathering and/or analysing data.

GEG 3302: Natural Resource Management

- **Community Partner:** Office of Campus Sustainability
- **Placement Title:** Natural Resource Management [GEG3302]
- **Description:** Students from the course will work on projects that have been explored previously by the Office of Campus Sustainability. The students will break up into groups, create a baseline analysis of the program, gather information and create a scope for the projects, analyse the potential impact of these projects to the ecosystem, and eventually produce proposals to implement their projects on campus. All this will be done within the Natural Step Framework.

APA 3113: Management of Sporting Events and Festivals

- **Community Partner:** Variety of events/organizations (eg. Canadian Tourism Alliance Sport Event Congress – April 8-10 2013; Canadian Open Martial Arts Championships March 22-23 Palais des congrès in Gatineau; Yonex Canadian National Championships – Badminton Jan 31 - Feb 2 in Gatineau)
- **Placement Title:** Marketing and Events Intern
- **Description:** Help in the planning, implementation and/or evaluation of a sport event or festival.

HIS 1101: The Making of Canada

- **Community Partner:** The Canadian Teachers' Federation



- **Placement Title:** Research Assistant, Canadian History, First Nations/Aboriginal History
- **Description:** The Canadian Teachers' Federation (CTF) is developing a project under its social action program, Imagineaction (www.imagine-action.ca). The Research Assistants will work with the Program Officer in project research and development. Expectations would be that much research would be done and a synthesis of this research would be provided to the client in the form of a report, as well as possibly a podcast or video. It is expected that the work of the interns will be used by CTF in the pursuit of the ongoing development of its Canadian Defenders project. Interns will be formally acknowledged. One Research Assistant will seek to put together a historical snapshot/review of Canadian Defenders for Human Rights from a historical perspective. An additional Research Assistant will put together a First Nations (or Aboriginal) historical snapshot/review of First Nations/Aboriginal Defenders for Human Rights in Canada. We can provide a cubicle and a computer, as well as guidance. CTF is short on human resources and undertaking a large-scale national project of this kind requires not only additional help, but most importantly, the voice of youth.

MBA 6296: The Global Context of Business

- **Community Partner:** Centre de développement local des Collines-de-l'Outaouais
- **Placement Title:** Business plan - Brassicole Farm, Gatineau Hills
- **Description:** As part of the steps involved in the creation of the Brassicole Farm Cooperative in the Gatineau Hills, we need a team of two students who will be responsible for developing a business plan for the cooperative. The cooperative is a local development project involving local youth of the Gatineau Hills region. Student volunteers must have skills in one or more of the following areas: planning, market studies, accounting, marketing and/or finance.

PED 3106: Educating Exceptional Learners

- **Community Partner:** Assumption Elementary School
- **Placement Title:** Basic Math Mentor
- **Description:** The volunteer will provide support with math literacy skills to Grade 5 and 6 students. Many of the students speak English as a second language, and hence face learning challenges. Practice in reading and solving problems will be a priority. The volunteer will provide valuable support by acting as a mentor to the students.

POL 2101: Introduction to Canadian Politics

- **Community Partner:** Parliamentary Office Mike Sullivan (NDP)
- **Placement Title:** Research and Communications Assistant (Transport & Persons with Disabilities)
- **Description:** The volunteer will: Assist with research projects, as requested by the MP; Work in collaboration with staff in compiling parliamentary news for Mr. Sullivan's regular e-newsletter; Assist in critic and constituent correspondence and case-work, as required and as the volunteer determines a specific area of interest. An opportunity like this is about skills development and exploring areas of interest. It is important to Mr. Sullivan and his staff that, as the work gets done, the volunteer develops skills and confidence.