**GROSSMONT COLLEGE**

**Course Outline of Record**

Curriculum Committee Approval: 03/16/2021

GCCCD Governing Board Approval: 05/18/2021

**ETHNIC STUDIES 194 - COMMUNITY SERVICE LEARNING EXPERIENCE**

1. **Course Number Course Title Semester Units**

ETHN194 Community Service Learning Experience 1

**Semester Hours**

5 hours work experience per week

75 hours paid or 60 hours non-paid work experience per semester

2. **Course Prerequisites**

None

**Recommended Preparation**

None

3. **Catalog Description**

Community Service Learning Experience (CSLE) is a community outreach program which promotes the national agenda of volunteer engagement. The purpose is to provide students an opportunity to explore options and careers in a selected area of study.

4. **Course Objectives**

The student will:

a. Recognize an ethic of service and describe how it leads to public-minded citizenship.

b. Adhere to expectations and rules of the community Service Learning site.

c. Create linkage between known body of academic knowledge and its appropriate application.

d. Exhibit appropriate responses to the world-of-work and life management demands.

e. Recognize intrinsic value of work ethic.

f. Explore discipline career options.

g. Articulate institutional effort to develop Grossmont College as community resource.

h. Evaluate interpersonal relationships in community service site and plan appropriate personal responses.

i. Evaluate and apply necessary elements for making sound decisions.

j. Demonstrate familiarity with site routines.

k. Demonstrate sensitivity to the organizational culture.

l. Assess his/her own competence and progress.

m. Progress through the levels of involvement: 1) follow directions, 2) work cooperatively, 3) initiate and implement activities.

5. **Instructional Facilities**

Sufficient Service Learning sites to accommodate student demand.

6. **Special Materials Required of Student**

None

7. **Course Content**

a. Expectations and rules of the community service learning site.

b. Relationship between academic discipline and its appropriate application.

c. Appropriate responses to the world-of-work and life management demands.

d. Exploration intrinsic value of work ethic.

e. Discipline career options.

f. Interpersonal relationships in community service sites and evaluation of appropriate personal responses.

g. Discussion and analysis of elements for making sound decisions.

h. Analysis of organizational culture.

I. Goal-setting and self evaluation

8. **Method of Instruction**

a. Student participation in a service learning placement site.

b. Students will have daily direction from the site supervisor and conferences with the Service Learning Experience Instructor.

9. **Methods of Evaluating Student Performance**

a. Site supervisor performance appraisals.

b. Instructor performance appraisals.

c. Journal/diary based on prompts to analyze discipline-specific experiences

d. Final term paper/project in accordance with their placement

e. Written student self-evaluations.

f. Completion of required service hours.

10. **Outside Class Assignments**

1. Assigned readings.
2. Prompt attendance and duties at service-learning site.

c. Preparation for final term paper/project.

d. Meetings with site supervisor.

11. **Representative Texts**

a. Representative Texts:

Discipline-specific books, articles or research studies to contextualize the experience, e.g., if volunteering for a nonprofit aiming to increase black students in STEM fields, then

-Bauer-Wolf, Jeremy. “Early Departures: A new study shows that Latinx and black students leave STEM majors at far higher rates than their white peers.” Insidehighered.com, February 26, 2019.

Or if volunteering for MANA, a non-profit designed to promote success for Latinas, then

-Gandara, Patricia, Prof of Ed, UCLA and Co-Director, The Civil Rights Project and The White House Initiative on Educational Excellence for Hispanics. “Fulfilling America’s Future: Latinas in the U.S., 2015. [https://sites.ed.gov/hispanic-initiative/files/2015/09/Fulfilling-Americas-Future-Latinas-in-the- U.S.-2015-Final-Report.pdf](https://sites.ed.gov/hispanic-initiative/files/2015/09/Fulfilling-Americas-Future-Latinas-in-the-%09%09%09U.S.-2015-Final-Report.pdf)

b. Supplementary texts and workbooks:

Instructor handouts.

**Addendum: Student Learning Outcomes**

The student will be able to:

1. Recognize personal strengths and challenges in the workplace and in a career path.
2. Apply research and personal skills to a workplace that provides a service to the community.