



Distance Opportunities for
Interpreter Training Center

ASL - English Interpretation, B.A.

Study Guide

INTR 311

Community and Identity

Spring 2010

University of Northern Colorado - Distance Opportunities for Interpreter Training Center

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Course Overview

Purpose

This is a two credit hour internship/practicum class. The purpose of this course is to move you beyond the classroom into meaningful experience in the general and Deaf communities. You will explore the structure of community and how involvement in community contributes to self-awareness, identity, human relations and civic responsibility.

Impact

This course benefits both the student and the community. Service learning is education in action. Its goal is to meet educational objectives through real-world experiences, tapping students as resources to benefit their community and organizations.

Objectives

By the end of this course, you will be able to:

- Discuss service learning from historic and systems perspectives.
- Describe the indicators of engagement in service learning and isolate the indicators in a variety of case studies about service learning.
- Analyze the application of service learning theory through the lens of volunteerism, civic literacy, experiential education, consumerist politics, justice, and democracy.
- Apply the principles and best practices of service learning in higher education to a service learning partnership within the broader community.
- Apply the principles and best practices of service learning in higher education to a service learning partnership within the Deaf Community.
- Use reflective analysis to gain greater understanding of the service learning partnership, and what it contributes to your learning and to the development of the community.
- Demonstrate cultural and linguistic competence necessary to effectively work within, and contribute to, the Deaf Community.

Plagiarism Policy

Policy on Plagiarism: *Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof* (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use *as your entire presentation* the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website:

http://www.unco.edu/dos/honor_code/defining_plagiarism.html

Required Materials

Textbooks

1. Lisman, C. D. (1998). *Toward a civil society: Civic literacy and service learning*. Westport, CT: Bergin & Garvey. ISBN: 0-89789-567-3

Readings (eReserves)

1. Smith, T. (1986). What goes around comes around: Reciprocity and interpreters. In D. Cokely (Ed.), *Reflector*. Burtonsville, MD: Sign Media, Inc.
2. Valerius, L. & Hamilton, M. L. (2001). The community classroom: Serving to learn and learning to serve. *College Student Journal*, 35(3), 339-345.

Course Preview

During this course you will explore service learning projects within the broader community in which you live and within the Deaf Community with the goal of gaining new learning while making meaningful contributions that strengthen the community of which you are a part. These projects (Assignment 3 and 4), will require significant planning, so you should begin planning for them at the start of the semester. Classroom discussions will focus on roles and responsibilities of civic volunteers and reflective analysis of learning experiences.

Service learning is an excellent complement to continuing the application of principles associated with the Demand-Control Schema and promotes a deepening of critical thinking and problem-solving skills.

Lesson Preview

Lesson 1 - The Need for a Civil Society

During this lesson you will be introduced to the concepts of the civil society, and weak and strong democracy.

Lesson 2 - What is service learning?

During this lesson you will explore a variety of definitions and perspectives on service learning including:

- Service learning as Volunteerism and the Neoconservative Theory of Civic Literacy
- Service learning as Experiential Education and Consumerist Politics
- Service learning as Justice
- Service learning and Strong Democracy

Lesson 3 - Case Studies

In this lesson you will participate in case study analysis by exploring programs within your local community and by studying cases described within the course readings.




Lesson 4 - A Community-Development Approach to Service Learning






During this lesson you will explore a variety of practices and principles associated with service learning, and you will reflect on your own learning from two service learning projects.






- Principles and Best Practices of Campus and Community Partnerships
- The Social Responsibility of Higher Education
- Creating, Implementing, and Reflecting on a Service Learning Partnership




Course Roadmap

Use this as your “map” while traveling on your distance-learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it. Icons in the roadmap are used to indicate activities/assignments worth points for grading. Dates before or next to any activity indicate specific dates for that item.

Points	Dates		Activities	Done!
	Post by 1/11 Respond by 1/13		Introduction: Post an introduction in Blackboard that addresses a personal experience as a volunteer in some organization or community-based activity. Identify how you became involved, what you did, what you learned, and what you feel you contributed. The experience could be from any point in your life—past, recent, or current.	<input type="checkbox"/>
Lesson 1 - The Need for Service Learning				
	1/11-14	1.1	Read Chapters 1- 3 in <i>Toward a Civil Society</i> by Lisman.	<input type="checkbox"/>
	1/15	1.2	Read Handout: What is service learning? (available online).	<input type="checkbox"/>
	Post by 1/19 Respond by 1/22	1.3	Online Discussion: Respond to question 1.3A. Select one of the questions associated with 1.3B and provide a response.	<input type="checkbox"/>
	By 1/25	1.4	Read Handout: Reflection: Linking Service and Learning (available online).	<input type="checkbox"/>
	By 1/26	1.5	Read Handout: Reflective Journaling Tools: Quadrants and Matrix (available online).	
	1/29		Assignment 1B – Required Journal Entry 1 [Reminder: In addition to your regular journal entries, remember the required entries – see Assignment Overview for Log and Journal.]	<input type="checkbox"/>

Points	Dates	Activities		Done!
Lesson 2 – What is Service Learning?				
	Post findings by 2/3 Respond by 2/8	2.1	Investigate community-based opportunities for volunteering and post findings .	<input type="checkbox"/>
	2/4-9	2.2	Read Chapters 4-6 in <i>Toward a Civil Society</i> by Lisman.	<input type="checkbox"/>
	Post by 2/9 Respond by 2/12	2.3	Online Discussion: Post responses to thought questions associated with activity 2.2.	<input type="checkbox"/>
	2/15-17	2.4	Read Handout: Sample Guidelines and Limitations for Students in service learning (available online).	<input type="checkbox"/>
	Post by 2/19 Respond by 2/24	2.5	Online Discussion: Post responses to thought questions associated with activity 2.4.	<input type="checkbox"/>
	2/24-26	2.6	Read Articles – eReserves: 1) Smith, T. (1986). What goes around, comes around: Reciprocity and interpreters, and 2) Valerius, L. & Hamilton, M.L. (2001). The community classroom: Serving to learn and learning to serve.	<input type="checkbox"/>
	Post by 3/2 Respond by 3/5	2.7	Online Discussion: Post responses to thought questions related to the article readings.	<input type="checkbox"/>
	3/9		Assignment 1B – Required Journal Entry 2	<input type="checkbox"/>

Points	Dates		Activities	Done!
Spring Break at UNC - 3/15-3/20				
Lesson 3 - Case Studies				
	3/23		Assignment 2: Reflective Analysis of Interviews Conduct interviews with three community volunteers and submit a reflective synthesis of the findings.	<input type="checkbox"/>
	3/24-26	3.1	Read Chapters 7-9 in <i>Toward a Civil Society</i> by Lisman.	<input type="checkbox"/>
	Post by 3/29 Respond by 4/1	3.2	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
	4/2		Assignment 1B – Required Journal Entry 3	<input type="checkbox"/>
Lesson 4 - A Community Development Approach				
	4/6		Assignment 3: Reflection on service learning experience in General Community.	<input type="checkbox"/>
	Post by 4/8 Respond by 4/13	4.1	Online Discussion: Post responses to thought questions related to Assignment 3 and the reflective process.	<input type="checkbox"/>
	4/14-15	4.2	Read Chapter 10 in <i>Toward a Civil Society</i> by Lisman.	<input type="checkbox"/>
	4/16	4.3	Read Handout: Student Self-Assessment Exercise (available online).	<input type="checkbox"/>

Points	Dates	Activities		Done!
	4/30		Assignment 4: Reflection on volunteer experience in the Deaf Community.	<input type="checkbox"/>
	Post by 5/3 Respond by 5/6	4.4	Online Discussion: Post response to thought questions related to Assignment 4 and readings.	<input type="checkbox"/>
	5/7		Assignment 1B – Required Journal Entry 4	<input type="checkbox"/>
	5/7		Complete online course evaluation.	<input type="checkbox"/>
End of Semester			Congratulations!	<input type="checkbox"/>

Assignments

Assignment Overview

	Description	Points
Assignment 1A Ongoing	Online Discussions: Participate regularly and consistently in online discussions about course readings and activities offering at least eight initial posts and 12 response posts over the semester.	20
Assignment 1B Ongoing Log and Journal for Assignments 3 and 4	<p>Online Log/Journal: Keep a log of your service learning activities along with an ongoing reflective journal of your experience during the entire semester, from your first thoughts and activities related to the assignments to the last. Your instructor will regularly review and comment on your journal entries, using the analysis tool of your choice (Quadrant or Matrix).</p> <p>In addition to your ongoing entries, you have four required journal entries. By the dates listed, explore the given topics in your journal. These are freeform explorations of your thoughts, feelings, and realizations.</p> <p>January 29: What types of service learning projects might fit for you? What do you want to get out of, to learn from, the experiences?</p> <p>March 9: Write a concise description of how you set up your two service learning experiences, and noteworthy accompanying thoughts or feelings that arose at various steps in the process.</p> <p>April 2: Discuss changes you notice in your understanding of reflection and journaling.</p> <p>May 7: What is the most useful new learning you have gained from this course, and why. Concepts you want to pursue further, and why. If you could change one thing about this course, what would it be? What do you wish you had done differently within this course, and why?</p>	15

	Description	Points
<p>Assignment 2</p> <p>Due 3/23</p>	<p>Interviews and Reflective Analysis: Interview at least three (3) community volunteers and submit a reflective analysis that provides a summary of their responses, what you observe as qualities possessed by each of the three volunteers, and what you personally learned from them.</p> <p>These volunteers should come from three different levels of service—a grass roots volunteer, a professional volunteer, and a leader volunteer.</p> <p>Create a list of eight questions to ask each volunteer—drawn from the various readings and discussion in the class. The questions should be designed to gain insight into what drew them to the volunteer experience, what they specifically contribute, what they have gained, and their view of the importance of volunteering to a civil society/civic responsibility.</p> <p><i>You will send the list of questions to your facilitator in advance for approval. Include a concise explanation of how you can benefit from the potential answers to each question - why the question is important.</i></p>	20
<p>Assignment 3</p> <p>Due 4/6</p>	<p>Service Learning Partnership in General Community Project: Create a service learning partnership within the general community. The project should include a description of the service learning process, record of implementation and outcomes, assessment by community personnel, and your reflective analysis of the learning that occurred. <u>Although this assignment is not due until 4/6, it must be started early in the course.</u></p>	25
<p>Assignment 4</p> <p>Due 4/30</p>	<p>Service Learning Partnership in Deaf Community Project: Create a service learning partnership within the Deaf Community. This project should include a description of the volunteer process, record of implementation and outcomes, assessment by Deaf Community personnel, and your reflective analysis of the learning that occurred. <u>Although this assignment is not due until 4/30, it must be started early in the course.</u></p>	20

Course Summary

Conclusion

Service learning is characterized by students' engagement in their local communities to apply and learn course concepts. Communities afford students venues in which to practice solving authentic real world problems with tangible outcomes. Service learning includes collateral benefits to academic programs and to the local community. Students learn course objectives and the value of becoming contributing citizens of the greater community. In turn, communities benefit from students' provision of needed programs and services.

Key Points

- Real knowledge comes only through the experience of learning that occurs within a meaningful context (Dewey, 1938/1963).
- Learning occurs when the learner constructs meaning from the interaction of knowledge and the experience.
- Reflection on service learning experiences is an essential step in the integration of learning from experiences into grasping greater meaning, and recognizing choices.
- Many cognitive scientists now believe that more meaningful and deeper processing of information comes when students have the opportunity to apply course material (Bransford, Brown, & Cocking, 1999). This type of learning is constructed by the learner and is more than merely answering questions regarding facts and figures on an exam.
- A recent resurgence and interest has emerged in service- learning in university academic programs during the last decade (viz., Bringle, Games, & Malloy, 1999; Claus & Ogden, 1999; Eyler & Giles, 1999; Stanton, Giles, & Cruz, 1999; Zlotowski, 1997).
- Service learning helps students develop the values and skills of citizenship through participation in public and community service (Stanton, et al., 1999).
- Service learning is defined as the “pedagogy of learning through service” (Chisholm, 1987, page 3). Service learning is characterized by the students' engagement in their local communities to apply and learn course concepts.
- Service learning is distinguished from volunteerism by the nature of the relationship of the students to the community, the quality of their presence

in the process. Volunteerism suggests a paternalistic, one way relationship in which the community is the sole beneficiary of services, while not recognizing the benefits received by students (Stanton, et al., 1999).

- Communities afford students venues in which to practice solving authentic real world problems with tangible outcomes.
- Service learning involves a reciprocal relationship between academic programs and community. Through service-learning, students go beyond merely observing problems to actually assuming the role and responsibility of contributing to the solution of the problem.
- From dealing with real world problems, students have the opportunity to recognize social injustices, appreciate the difficulties and advantages of working with people within the community from different backgrounds, and develop confidence and skills in their own abilities to critically think and solve problems.
- Service learning is an excellent complement to continuing the application of principles associated with the Demand-Control Schema and promotes a deepening of critical thinking and problem-solving skills.

What's Next

INTR 311 Community and Identity is a course that is designed to establish a foundation that promotes your involvement in your general community as well as enhances your involvement in the Deaf Community. It promotes awareness of self, community, and service—towards the goal of increasing your valuing of, and engagement in, a civil society. By strengthening your relationship with the general and Deaf communities, your work as an interpreter will be enhanced. In terms of “What’s Next” in relationship to this course, the principles and practices will be applied during your second Observation-Supervision class and Interpreting Internship/Practicum.

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