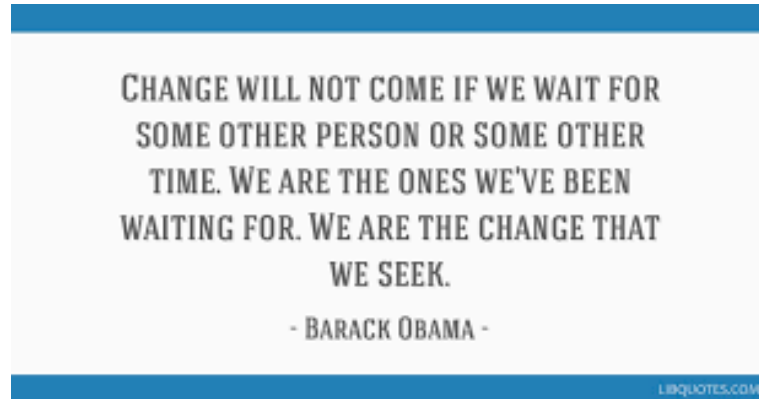


**National Tsing Hua University**  
**Course Title: Making a Difference through Service-learning**  
**(course open to all majors)**  
**December 2023**



Instructor: Miranda Lin, Ph. D.

Email: ymlin@ilstu.edu

**Course Description**

Service-learning is a form of experiential education that supports deep learning. Through your service-learning activity, you apply classroom knowledge to enhance your understanding of class materials in real-life settings. This one-credit course is designed to help students examine the social, cultural, and political conditions that influence college campus life. The course will provide students with opportunities to critically discuss personal beliefs and identify how their views may affect their perceptions of the world and their daily activities. This course will also help students be aware of the issues National Tsing Hua University students face and figure out the means to resolve the problems.

**Course Objectives**

|   |
|---|
| Upon completion of this course, students will be able to:                                   |
| 1. examine one's beliefs system and increase self-awareness as a person and a professional; |
| 2. gather information from students about issues concerning them on campus;                 |

|  |
|--|
| 3. analyze issues related to equity, inequity, and excellence on campus;   |
| 4. develop a meaningful service experience plan that can positively impact the campus community;                                       |
| 5. collaborate with people with diverse perspectives and social identities on just and equitable solutions to community/social issues; |
| 6. define civic engagement.  |

**Teaching Strategies**

Reading, case study, small group/large group activities, experiential learning, lecture

**Required Text**

No textbook is required. However, reading materials will be assigned.

**Other Course Resources**

National Geographic <https://education.nationalgeographic.org/resource/service-learning-toolkit/>

National Youth Leadership Council <https://www.nylc.org/page/resources>

Edutopia <https://www.edutopia.org/topic/service-learning/>

**Course Requirements**

Please note that I am your resource inside and outside class. So, please feel free to contact me at any time. I will try to respond to your emails within 24 hours on the weekday and up to 48 hours on the weekend. If you have questions, you can set up an appointment with me. I will be happy to meet with you via Zoom or in-person.

All assignments must be submitted by 9 pm on days when they are due unless noted.

**Course Grading**

Grading for this course will be based on a 100-point system.

| Assignment:                                      | Weight of Assignment: | Grading Scale   |
|--|-----------------------|-----------------|
| 1. Pre-Service-learning Reflection (individual)  | 10 points             | A 91-100%       |
| 2. Community Walk (group)                        | 15 points             | B 90-81%        |
| 3. Post-Service-learning Reflection (individual) | 20 points             | C 80-71%        |
| 4. Service-learning Project Plan (group)         | 35 points             | D 70-61%        |
| 5. Service-learning Presentation (group)         | 15 points             | F 60% and below |
| Total Points:                                    | 100 points            |                 |

### Course Assignments

1. Service Learning Project Plan (Objective 2, 3, 4, 5, 6)-35 points  
The purpose of this project is for your group to create a service-learning plan that is beneficial for you and the campus (all students).

Each group will come up with a service project plan. The plan has to be approved by the instructor. Please make an appointment with me (as a group) before our fourth class meeting. More details will be discussed in class.
2. Service learning Project Plan Presentation (Objective 2, 3, 4, 5, 6)-15 points  
You can use any media to present your plan. There are many to choose from- PowerPoint, Prezi, Youtube, iMovie, Photo Story, poster board, etc. Please collect tangible materials to show the class. More information on the presentation will be provided in class.
3. Reflections (Objective 1, 2, 3, 4, 5, 6)  
There are 2 reflections to complete in this course. The first reflection is due on the first day of class and the second is due on the last day of class.

Pre-reflection (1/2 to 1 page, double-spaced)-10 points

  - What are some personal perceptions that you have about this campus?
  - What are some of your perceptions or beliefs about the student population on campus?
  - What feelings (e.g., fear, uncertainty, excitement, or anything) do you have about planning a service project for the students on campus?
  - What do you hope to gain from this experience?
  - What communities/identity groups are you a member of? How might this be related to your commitment to service?

Post-reflection (2-3 pages, double-spaced)-20 points:

  - Describe what you have learned about yourself as a result of your service.
  - What was the issue students faced? To resolve the issue(s), what can we do?
  - How did this experience challenge your assumptions, biases, or preconceived notions?
  - How would you define civic engagement after completing this semester?
  - How has your service contributed to your growth in any of these areas: civic

responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, and/or intellectual pursuit?

- g. What did you learn from this service-learning experience?
- h. If you could do the project again, what would you do differently?
- i. Anything you would like to share?

4. Community Walk (Objective 2, 6)-15 points

After visiting the campus, asking students questions, and gathering information about the campus community, your group will create a ten-bullet-point summary of your findings. Your group will present the overview in class. Your summary shall demonstrate your understanding of the demographics and history of the campus community. It will also include the community's strengths and needs.

5. It is expected that students are prepared (read the materials, do homework, etc.). I expect all our community members will contribute ideas, share resources, and help each other grow personally and professionally. *You earn points for everything you do in this class.* Thus, do not miss class, and do not forget to submit work!

**Course Policies**

1. Attendance & Participation

Students are expected to attend all class meetings and participate actively in this course by contributing to class discussions with ideas gathered from assigned or related readings, group discussions, and lectures.

2. Accommodations (need information from your university)

3. Late Assignment:

All assignments are due at the date and time specified by the instructor. Any late work will have a 20 percent point deduction for each day the assignment is late. Assignments will receive a "0" if the assignment is more than 3 days late unless the student has received an extension from the instructor. The extension must be granted PRIOR to the time the assignment is due. All assignments must be completed to pass the course.

Course Schedule

*(schedule is tentative and subject to change!)*

| Date | Topic   | Assignment/Preparation   |
|------|---|--|
| 12/x | Introduction<br>Course Overview<br>Service-learning: What and How | *Please read the two articles before class<br>*Service-learning 1 <sup>st</sup> reflection due |

|      |   |   |
|------|---|---|
| 12/x | Service-learning: Investigation<br>Community Walk               | *Gather data/information about the issues on campus                     |
| 12/x | Service-learning: Preparation                                   | *Community Walk summary due<br>*Identify an issue                       |
| 12/x | Service-learning: Preparation                                   | *Decide a plan<br>*Please read the article before class                 |
| 12/x | Service-learning: Reflection<br>Service-learning: Demonstration | *Service-learning 2 <sup>nd</sup> reflection due<br>*Group presentation |