

Proposed Revisions to the *Palmetto College Campuses Faculty Manual*  
Palmetto College Campuses Faculty Senate  
University of South Carolina

Brief Title of Proposed Change	PALM 495 is to be an alternative course to PALM 494 in the BOL and BLS curricula
Committee Proposing Revision	System Affairs
Date of Presentation to Senate	February 12, 2016
Senate Approval Date	February 12, 2016

**Rationale for Proposed Revisions**

The Palmetto College Faculty Advisory Committee held an electronic vote on January 27 and 28, 2016 on the matter of approving PALM 495 as an alternative course to PALM 494 in the BOL and BLS curricula. All members of the committee voted aye to the proposal. As such, they requested that the System Affairs committee consider the proposal to make PALM 495 a permanent alternative to PALM 494. These changes would be reflected in the respective programs of study as follows:

The BOL PoS would include, in Professional Foundations:

PALM 494 Internship  
(Grade of C or better required)

**or**

PALM 495 Service-Learning  
(Grade of C or better required)

Similarly, the BLS PoS would include, under Required Courses in the MAJOR REQUIREMENTS section:

PALM 494 Internship

**or**

PALM 495 Service-Learning

The System Affairs Committee approved this proposal, and Robert Castleberry presented the above motion to the senate. The motion passed.

**Summary of Proposed Revisions**

PALM 495 Course syllabus

**PALM 495: Service-Learning**

**Fall 2015**

**Instructor: Dr. Shelley Jones**

Office: 619 Byrnes Building, USC Columbia

Office Hours: TBD by class survey

Virtual Office Hours: TBD by class survey

Office Phone: (803) 576-5781

Email: [sajohns6@mailbox.sc.edu](mailto:sajohns6@mailbox.sc.edu)

## I. Course Overview

### Bulletin Description

Theories of service-learning and application of practical solutions to meet community needs.

### Course Description

This interdisciplinary, three-hour course designed for students in the BOL and BLS degree programs integrates practical application of coursework with community engagement. Through independent research, collaborative learning, and a supervised immersion experience, students will explore and apply theories of service-learning to meet an identified community need.

This is a hybrid course that meets weekly via two-way video (Mondays, 5:30-6:45pm) and requires the completion of online modules throughout the semester as assigned on the course calendar. The course will take as its focus a theme related to a statewide community need. The instructor will secure a partnership with an agency helping to remedy this need that has satellite sites throughout the state. Students will take their learning onsite for 40 hours at one of these locations as assigned by the instructor. Successful completion of the course requires a minimum of 40 hours onsite. There will be assigned sites near each Palmetto College campus. Details of the theme and site assignments are explained fully on Blackboard.

### Learning Outcomes

The student will, through written assignments, class discussions, direct supervised experience at an assigned service-learning site, and articulated reflection on that experience:

- Identify and analyze the diverse needs of community populations and partners
- Generate independent and collaborative research
- Demonstrate critical thinking and problem-solving skills
- Compare approaches to meeting a community need based upon scholarly research and onsite experience
- Create, design, develop, and implement a collaborative site project to meet an identified community need
- Reflect on the intersections between academic and experiential learning

### Textbooks and Readings

Required Text:

Cress, Christine M., Peter J. Collier, Vicki L. Reitenaur, et al. *Learning through Serving: A Student Guidebook for Service-Learning and Civic Engagement across Academic Disciplines and Cultural Communities*. 2<sup>nd</sup> ed. Sterling, VA: Stylus, 2013.

### Other Required Readings and Materials:

Other required readings will be assigned by the instructor and your fellow classmates throughout the semester. These will be made available via Blackboard as a course reader.

**Style Manual:**

*MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: MLA, 2009.

Using MLA style for all formatting and citations is required, but purchasing the handbook is not. MLA resources are available on our class's Blackboard site.

**II. Course Policies****Classroom Expectations**

Students will be expected to participate actively in learning in class, onsite, and in our virtual classroom via Blackboard. The traditional work of the classroom—lectures and readings—will be completed asynchronously via our virtual classroom. In-class time will be spent sharing and synthesizing ideas and information, experiences and insights, gained from our onsite work, independent research, shared readings, and viewings of lectures, interviews, and videos. Our virtual classroom will be housed on Blackboard; all assignments and virtual engagement will use technologies available through Blackboard.

Expect to work on average 9 hours per week for a minimum total of 120 semester hours. We will work together with difficult and sometimes controversial issues. Civil and respectful dialogue is required to meet the course objectives. When onsite, remember that you represent the University; your actions should meet the code of behavior outlined in the Carolinian Creed (available for review at [http://www.sa.sc.edu/creed/.](http://www.sa.sc.edu/creed/))

The semester consists of three sections, outlined in more detail on the course calendar:

1. Preparation (Weeks 1-9): a period at the beginning of the semester understanding and researching the community need that is the focus of the semester's work and the agency with which we have partnered, ultimately leading to the development and planning of a multi-part site project.
2. Implementation (Weeks 10-13): a sustained period of onsite hours spent implementing a project, devised as a class, based on students' independent and collaborative research and reading.
3. Reflection (Weeks 14-15): a period of regrouping and reflection through class discussion and formal student presentations to close the semester.

In addition to class discussions and office hours, I will communicate to the class throughout the semester via email and Blackboard. Please check your University email account regularly, if you have not set up emails to be mirrored to another account. Failure to do so will lead to missing important course information.

I endeavor to respond to email queries within 48 hours, if sent during the normal workweek (8:00am to 5:00pm Monday through Friday). Any emails sent over the weekend (Saturday and Sunday) will be responded to on the following Monday (although, occasionally, I may have time to respond over the weekend).

## **Attendance**

A minimum of 40 onsite hours is required to pass the course. Verification of onsite hours is required; weekly time sheets with detailed instructions are available on our Blackboard site. Any deviations from the weekly hours assigned on the course calendar must be approved in writing, via the instructions on Blackboard, by the instructor and the agency.

Students are expected to attend all class meetings, to be on time, and to come prepared to participate in discussion. Engagement in online modules is also expected. Absences, tardiness, and a lack of preparedness and engagement will figure into students' participation grade, as explained below.

## **Technology**

In addition to our virtual classroom space via Blackboard, our in-class meetings rely on technology, and sometimes this technology can fail. In the event that there is an interruption in our class's broadcast, please do the following:

1. If you cannot communicate with me directly, then contact the IT person on your campus or call (803) 777-0123 to report your issue to the Columbia campus.
2. Stay in the classroom until the broadcast becomes available again or the IT person on your campus tells you to leave.
3. Check Blackboard as soon as possible for instructions on how to make up the material missed in class.
  - Note that if your campus loses the broadcast but others do not, you can access the streaming video to view what was missed. See below.

## **Streaming Video**

All classes are recorded, and the streaming video is available 24 hours after class. In the event of a technical difficulty or an absence, you can watch a recording of class at this website: <https://saeu.sc.edu/apps/palmettovideos/>, which is also linked on our Blackboard site. Enter the username and password you use for Blackboard to access the video. (You can also review classes if you wish.)

- Please note that viewing the streaming video does not excuse absences. Refer to the policy above for attendance requirements.
- Note, as well, that all conversations before, during, and after class are recorded. Any communication that is private in nature should not be discussed during class.

## **Academic Honesty**

Plagiarism is defined as borrowing and using someone else's words or ideas without giving credit to the originator. This is usually done in two ways: first, by unintentionally leaving off or inadequately citing sources of your material, or second, by deliberately concealing your sources. All documented cases of plagiarism will be reported to the Office of Academic Integrity and penalties may include being assigned an F as the semester grade. Recycling papers is also an honor code violation. All work completed for this class must be original unless an exception is agreed upon by the instructor before an assignment is due.

Consult *Carolina Community* for what constitutes plagiarism and other honor code violations. You are responsible for reading and abiding by these rules. Below are some websites for you to visit to learn more about the University policies.

- Carolina Community: <http://www.sa.sc.edu/carolinacommunity/>
- Carolinian Creed: <http://www.sa.sc.edu/creed>
- Academic Responsibility: <http://www.sc.edu/policies/staf625.pdf>
- Honor Code Violations: <http://www.housing.sc.edu/academicintegrity/violations.html>
- Guidelines for Responsible Computing:  
<http://www.uts.sc.edu/network/guidelines.shtml>

### **Accommodations**

Reasonable accommodations are available, both onsite and in class, for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services (see contact information below). All accommodations must be approved through the Office of Student Disability Services. Additionally, students with disabilities should discuss accommodations with me before or during the first week of the course.

Office of Student Disability Services

1523 Greene Street

LeConte Room 112A

Columbia, SC 29208

Phone: (803) 777-6142

TDD: (803) 777-6744

Fax: (803) 777-6741

Email: [sasds@mailbox.sc.edu](mailto:sasds@mailbox.sc.edu)

Web: <http://www.sa.sc.edu/sds/>

### **III. Course Requirements and Assignments**

#### **Grade Scale**

Final letter grades are awarded as follows:

90 – 100	=	A
85 – 89	=	B+
80 – 84	=	B
75 – 79	=	C+
70 – 74	=	C
65 – 69	=	D+
60 – 64	=	D
55 or 0	=	F

Assignment	Percent
Short Writings	20
Course Reader	20
Site Project	20
Final Reflective Paper	20
Participation	20

A detailed assignment sheet will be available on Blackboard for all assignments.

*Short Writings (20%)*

Students will submit frequent, short writings to include responses to textbook exercises, journal reflections, and progress reports. Short writings are listed under “Assignments” on the course calendar. An assignment sheet and rubric detailing expectations for content and grading are available on Blackboard.

*Course Reader (20%)*

Students will develop a course reader by submitting texts of scholarly articles, newspaper reports, links to pertinent websites, and selections from print resources on the class theme to the designated point on Blackboard. Students will supplement their reading choices with a short synthesis and/or report for each. The course reader assignments have their own section on the course calendar. An assignment sheet and rubric detailing expectations for content and grading are available on Blackboard.

*Site Project (20%)*

The collaborative site project will be created, developed, and designed as a class to be implemented at students’ assigned sites. The project will consist of four components, graded equally: a proposal and schedule, deliverables, individual participation, and individual final presentations. Students will be expected to contribute to discussions over the design of the project, actively take part in the decision-making process, work collegially and collaboratively to produce written and other tangible products, and present formally on their observations and experiences to the class. An assignment sheet and rubric detailing expectations for content and grading are available on Blackboard.

*Final Reflective Paper (20%)*

Final papers will provide evidence from onsite, online, and in-class learning to reflect on individual growth over the course of the semester as regards understanding community need, engagement, and integrated learning. An assignment sheet and rubric detailing expectations for content and grading are available on Blackboard.

*Participation (20%)*

The participation grade consists of presence at two-way video meetings, in-class engagement (not including site project discussions, graded separately under the “Site Project”), and regular involvement in and contributions to our virtual classroom via Blackboard. Students can earn up to 4 points for each class meeting (1 point for attending and up to 3 points for substantive

participation) for a total of 56 points. Online attendance will be determined by weekly discussion board posts worth up to 3 points each (1 point for completion and up to 2 points for substantive content), totaling 45 points. The total participation points possible are 101, with 1 point for extra credit.

The University’s attendance policy requires automatic failure of a course if 25% or more classes are missed. In accordance with this policy, students can earn a zero for their participation grade if 25% or more classes or discussion board posts are missed. Missing 4 classes (25% of total class meetings) will result in losing the full 56 points available; failing to submit 4 discussion board posts (25% of total online module “meetings”) will result in losing the full 45 points available. Coming late to or leaving early from class meetings will result in losing that day’s point for attendance, though students can still earn up to 3 points for substantive participation.

Discussion board posts are listed under “Assignments” on the course calendar. An assignment sheet and rubric detailing expectations for content and grading, including examples of substantive and insightful comments/posts, are available on Blackboard. Below is a breakdown of how to earn full points for participation.

<i>Two-Way Video</i>		
Attendance	1 point x 14 meetings	14 points
Substantive comment	1 point x 14 meetings	14 points
Insightful comment	2 points x 14 meetings	28 points
		56 total possible points
<i>* missing 4 classes (25% of total class meetings)</i>		<i>- 56 total points</i>
<i>Online Modules</i>		
Attendance	1 point x 15 modules	15 points
Substantive post	1 point x 15 modules	15 points
Insightful post	1 point x 15 modules	15 points
		45 total possible points
<i>* missing 4 classes (25% of total online modules)</i>		<i>- 45 total points</i>
<b>Total Possible Participation Points</b>		<b>101</b>

**Due Dates and Submission**

Further, detailed explanations of the assignments listed above will be available in assignment sheets on Blackboard and discussed in class. All assignments must be submitted as Word documents through their proper drop point on Blackboard by 11:59pm on their due date as listed on the course calendar. General due dates are as follows:

- Readings must be completed for that week’s Monday class meeting.
- Course Reader postings are due Thursdays by 11:59pm.
- Short Writings are due Sundays by 11:59pm.
- Site Project Presentations will be during weeks 14 and 15.

- Final Reflective Papers are due on the final exam date.

**Late Work and Grading Response Times**

Late work will not be accepted after the due date. Exceptions will only be made in extenuating circumstances and at the discretion of the instructor. Requests for extensions must be made through email at least 24 hours before the due date.

I provide comments for most assignments. Please check the comments section, as well as the grade column, in Gradebook. All assignments will be graded within fourteen days of their due date (although, usually much sooner). Any late work (even if given extensions) will not conform to this stated grading schedule. Late work, if accepted at all, will be graded by the last week of the semester. Work submitted with extensions will generally be graded within twenty-one days, dependent upon scheduling conflicts.

*Note:* It is the student’s responsibility to make certain that I have received your documents. If you do not see a green exclamation point in Blackboard’s Gradebook after having submitted an assignment, then I have not received your document. Students who do not check to see that their papers have uploaded properly risk having their documents not count towards their final grades. This is your responsibility.

If you cannot, for some reason, get the file to upload to Blackboard, you may send it to my email. However, this is not a substitute for submitting through Blackboard, and you will not receive a grade for the assignment until submitting through Blackboard. Do not routinely send your files to my email.

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**Service-Learning Steps for PALM 495**

*Deadline for submission of the paperwork for the Service-Learning course the first day of class.*

- Successfully complete PALM P493 with a C or better.
- Discuss with your Academic Advisor whether the course would be beneficial for you given your academic and/or career goals.
- Complete the **service-learning agreement** with your advisor acknowledging the in-class and onsite hours required for the course.
- Have your advisor forward the signed agreement to Kim Ferrell in the Palmetto College, Extended University program office, who will forward the form to the instructor of record.
- Note whether you have enrolled in an online, two-way video, or hybrid course, and be aware of the schedule for class attendance or module completion on the course syllabus.
- Complete all required academic work for the course (included on the syllabus), and attend your service hours, in keeping with the schedule outlined on the syllabus.

**Section and page numbers of the current *Manual* for proposed revisions**

Current	Proposed
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