

“Educated Citizens Needed”: Curricular Development for Service Learning through Aequora

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<http://tinyurl.com/y2cc2cnz>

What is Civic Engagement?

Civic Engagement is defined as **“working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community through both political and non-political processes”** (Thomas Ehrlich, *Civic Responsibility and Higher Education*, Preface p. vi). This is a very broad definition! Many types of activities can fall under Civic Engagement: volunteering, advocacy, community-based research and development, and practicing socially responsible behavior.

What is Service Learning?

Service Learning (also styled Service-Learning) is **“a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes”** (Barb Jacoby, *Service-Learning in Higher Education*, 1996). This means that students are not only participating in a civic activity, but engage in reflections and other activities to demonstrate they have met well-articulated learning objectives.

Service Learning Syllabus: Course Description

This course provides opportunities for practical, real-life experiences in which language knowledge, critical thinking skills and civic responsibility are developed through service to a community. Classroom activities and personal reflection will relate the academic experience to the service project, preparing the student for future career and graduate school opportunities. May be repeated with permission of instructor.

Service Learning Syllabus: Course Objectives

This community-engagement course will offer supports for students to teach weekly lessons to young learners at Ray Miller Elementary School on the Latin language, grammar, Classical culture, and English literacy skills while working directly with the primary teacher for the grade level, Mrs. Nicole Marshall. This service project was awarded a Missouri Campus Compact grant for AY 2017-2018, and students will take on some responsibilities pertaining to the grant. By the end of this course, students will be able to:

- Write and execute a lesson plan which exhibits adaptability and appeals to a diversity of learners;

- Identify and engage with teaching strategies to engage young learners of a Classical language;
- Demonstrate and reflect upon growth in one's own knowledge about the Latin language and Roman culture acquired through teaching;
- Demonstrate critical thinking about service projects conducted in the Classical languages through reading articles, evidence gained from experience, discussion, and reflection;
- Identify and plan the next steps in one's career preparation through self-paced activities related to service activity;
- Collaborate with other peer teachers and the classroom instructor to work toward a common goal;
- Conduct self-reflective practices about one's teaching and impact through community involvement;
- Manage and organize tasks while working under the conditions of an awarded grant;
- Effectively write, administer, and analyze surveys and other barometers for assessing the service project's impact and effectiveness.

Written Reflection Prompt with the AAC&U Civic Engagement Rubric

Purpose: One role of higher education is to prepare students for their public lives as citizens, members of communities, and professionals in society. There are many aspects to becoming a civic-minded individual, however. The AAC&U's rubric sets out to clarify the outcomes of civic engagement as you continue to experience it through your involvement in the Ray Miller Elementary Latin service learning group (CML 200).

Your Task: Study the AAC&U's rubric for Civic Engagement. Write a 1.5-2 page reflection (double-spaced, 12 point font, 1-in. margins on all sides) about your goals for civic growth throughout the semester using the AAC&U's rubric. Here's how to do it:

- Select two learning outcomes from the left-hand column of the AAC&U rubric
- Briefly articulate what each outcome means to you. Why have you chosen these outcomes to assess yourself?
- Identify where you think you fall currently within your chosen outcomes (level 1, 2, 3, or 4) and briefly explain why. Do you think you've improved in your outcomes since the beginning of the semester?
- Discuss your desired achievement goals within your chosen outcomes (by the end of the semester, year, and/or time at Truman). How do you think you might get there by the time you've indicated?
- Suggestions for organization: dedicate 2 paragraphs to each learning outcome.

Select Bibliography

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