

# Service-Learning Course Development Worksheet

## **ESTABLISHING LEARNING OBJECTIVES**

- List your primary course objectives.
  
- What do you want your students to gain from the service-learning experience?

## **ESTABLISHING POSSIBLE SERVICE-LEARNING EXPERIENCES AND PARTNERS**

- What types of service activities would be appropriate for your learning objectives? Describe possible service activities through which students will learn and/or apply the course objectives, skills, and/or behaviors.
  
- Who are the possible community partners for providing the activities listed above? How might you find appropriate partners?

## **PREPARING YOUR STUDENTS TO SERVE**

- How will you prepare your students for the service-learning project? List possible preparation assignments or activities (e.g. pre-reflection, interviewing, community partner presentations in class, discovery papers, library research, etc.).

## **REFLECTION**

- What on-going reflection techniques will you use to ensure student learning and successful service to the community (readings, written assignments, journals, class discussions, presentations, guest speakers, creating educational materials, public art about the project, student evaluation of the project, etc.)?

## **COURSE INTEGRATION**

- Will service-learning be required of all students, optional, extra credit, etc.?
- Is the project best for small groups of students, individuals, or the whole class?
- How many hours of service will students complete? \_\_\_\_\_
- What course assignments, (readings, texts, guest speakers, writing assignments, etc.), will relate to the service-learning experience?
- What are your deadlines for: confirming their placement; filing their contract; reflective assignments (in-class and out-of-class); and turning in and/or completing hours?

## **ASSESSMENT**

- How will you evaluate/assess/grade the service-learning component? (class participation, grades for each reflection assignment, points for specific information in journal entries, etc.)