

Step-by-step course planning guide

1. Select course and submit title
2. Select and/or cultivate community partners
3. Decide: project or placement?
4. Decide: required or optional?
5. Decide time commitment
6. Decide on a grading procedure
7. Determine key points of integration
8. Evaluate and assess

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1. Select course and submit title

- *semester before the course is taught*
- October 21, 2011: submit spring 2012 course titles
- March 16, 2012: submit fall 2012 course titles
- [Online course submission form](#)
- Why so early?!?!?

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PREREQ: SPAN 100 Latin American Studies								
SPAN-A200-001 SECOND YEAR SPAN I View Syllabus	11328 View Books	Normal Academic Term 08-29-11 to 12-16-11	MWF 09:30-10:20AM	Open - 19 of 20	Lecture	Doll E	3.00	
PREREQ: SPAN 101 Latin American Studies Service Learning Optional								
SPAN-A200-002 SECOND YEAR SPAN I View Syllabus	11329 View Books	Normal Academic Term 08-29-11 to 12-16-11	MWF 10:30-11:20AM	Open - 7 of 20	Lecture	Doll E	3.00	
PREREQ: SPAN 101 Latin American Studies Service Learning Optional								
SPAN-A201-001 SECOND YEAR SPAN II Syllabus not yet posted - contact faculty for information regarding this course.	11330 View Books	Normal Academic Term 08-29-11 to 12-16-11	MWF 12:30-01:20PM	Open - 15 of 20	Lecture	Durocher I	3.00	
PREREQ: SPAN 200 Latin American Studies								
SPAN-A300-001 SYNTAX AND COMPOSITION Syllabus not yet posted - contact faculty for information regarding this course.	11542 View Books	Normal Academic Term 08-29-11 to 12-16-11	TR 02:00-03:15PM	Open - 1 of 15	Lecture	Quesada U	3.00	
PREREQ: SPAN 201 Permission of Instructor Required Latin American Studies Course has a Service Learning Component								
SPAN-A301-001 INTENSIVE CONVERSATION View Syllabus	11334 View Books	Normal Academic Term 08-29-11 to 12-16-11	MWF 10:30-11:20AM	Open - 9 of 15	Lecture	Anderson B	3.00	
PREREQ: SPAN 201 Latin American Studies Service Learning Optional								
/www.loyno.edu/search/advisor.php?ln=Quesada&fn=Uriel	11520	Normal Academic Term	MWF 11:30-12:20PM	Open - 2 of 15	Lecture	Anderson B	3.00	

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2. Select and/or cultivate community partners
 - What do you want your students to do?
 - With whom do you want your students to work?
 - Who are Loyola's [current partners](#)?
 - Cultivating new partnerships from your own network
 - **Allowing students to select and cultivate their own partners

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3. Decide: project or placement?

- What's the difference?

Project or placement?

Project

- Students in a class work together (or in teams or small groups) to complete specific tasks for an agency
- Partners usually chosen in advance
- Often indirect service
- Work may be performed on-campus or off-campus
- May not have hard-and-fast time requirements
- May be governed by a project agreement

Placement

- Students in a class volunteer regularly throughout the semester at a variety of agencies
- Short list of allowable agencies chosen by professor
- Selection process facilitated by OSL
- Usually more direct service (hands-on work)
- Usually off-campus
- Time requirements must be specified in advance

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3. Decide: project or placement?

- What are the pros and cons?

Project or placement?

Project Pros

- Highly customizable
- Teamwork
- Defined “deliverable”
- Agency doesn’t need to invest in regularly hosting on-site volunteers
 - some agencies not equipped to handle this
- Self-scheduling
- More uniformity in student experience

Project Cons

- Students may not get direct experience of the agency or its clients
- Requires more advance planning
- Faculty: takes more time!
- Putting all your eggs in 1 basket
- Some procedures may need customized by you (eg, evaluations)
- For highly specialized projects, it can be difficult to find a partner agency with matching needs

Project or placement?

Placement Pros

- Can largely be facilitated by OSL
- Requires less advance planning
- Faculty: takes less time
- Regularity and duration of service
- More variety in student experience
- Direct experience of agency/clients
- More backup options
- “Deliverables” don’t need to be pre-defined
- More standardized, less customized

Placement Cons

- Logistics: scheduling, transportation
- Faculty have less control over student tasks
- May be harder to know how students are doing on an ongoing basis
- Less sense of teamwork among classmates
- More standardized, less customized

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4. Decide: required or optional?

- What are the pros and cons?

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5. **Decide time commitment**

- Consider 15 hours a “floor”
- Other courses average 15-30 hours per semester (much more for capstone courses or intensive projects)
- Consider agency needs
- Consider the overall workload for the course

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6. Decide on a grading procedure

- Determine points or percentage
- Proportionality to time invested
- Consider assigning grades in subcategories
 - Quality of reflection or writing assignments
 - Performance evaluation
 - Hours
- Weighing SL vs. non-SL alternatives

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7. Determine key points of integration

- Review your syllabus
- Review your reading list
- Review your assignments
- What are some of the key themes, theories, or concepts which “invite” connections to SL?
- What skills and techniques can SL help you teach?

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8. Evaluate and assess

- Placement students will automatically be [evaluated](#) by an agency supervisor
- This evaluation can also be utilized for projects
- [Customizable project evaluations: example](#)
- Goal: verifying student contributions and ensuring accountability

- All students will be invited to complete [a survey](#) about their SL experience
- A sample of SL faculty will also be invited to complete a survey about their experience teaching an SL course
- Community partners are also surveyed annually

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