

Serving the Common Good Student Learning Outcomes

1. Students will connect a service-learning experience to their understanding of social justice and their commitment to the common good.
2. Students will interpret a service-learning experience using principles of servant leadership, the common good, and course-specific content.
3. Students will analyze how a service-learning experience clarifies their understanding of their own cultural beliefs, attitudes, practices, and communication strategies.
4. Students will demonstrate understanding of cultural differences and respond with appropriate communication strategies.

Governing question for the final paper:

How has your service-learning experience changed your understanding of and commitment to the common good?

Instructions for Students

The final Serving the Common Good paper is a 7-10 page, double-spaced argument that explains and analyzes your service learning experience in the course.

Analyze that experience in terms of service-learning, servant leadership, the common good, and the specific focus of the SCG section or course.

Integrate your journal entries and the texts of the course, those common to all sections of Serving the Common Good and those specific to this section of that seminar.

Answer all the questions listed below.

Questions for Students

The Service-Learning Experience

1. What was the nature of the service-learning project?
 - A. What kind of service did you do?
 - B. Where were you?
 - C. When did you do it?
 - D. How did the service-learning project change in its goals and its details?
 - E. Who was the population you worked with?
 - F. How would you describe the culture of this population?
 - 1) How did you initially understand the culture of this population?
 - 2) What attributes define this population?
 - 3) What attitudes and beliefs did they show and how?
 - 4) What rules and biases did they show and how?
 - 5) What differences in verbal and non-verbal communication did you see?

Interpreting Service-Learning

2. How do you define service-learning?
3. What makes service-learning different from volunteering, service, and paid work?
 - How does the book *Learning through Serving* help you make these distinctions?
4. How would you define the common good differently than you did at the start of the course?
 - How does the book *Soul of a Citizen* help you define the common good?
5. How did examining Rawls's assumption of "original position" affect your understanding of the common good?
6. Which principles of the common good help you interpret your service-learning experience?
7. Which servant leadership traits did your service-learning experience emphasize?
8. How did the course content specific to your SCG section help you interpret your service-learning experience?

Self-Reflection

9. What were your attitudes and beliefs about the culture of your service-learning project at the start of the course?
10. How has your research about and your experience with this population changed your understanding of and openness to this culture?
11. In interacting with this culture, how did you adjust your communication strategies—both verbal and nonverbal?
12. How did your adjustments affect the success of your service-learning experience?
13. How has your service-learning experience helped clarify your own cultural rules & biases?
14. How has your service-learning experience affected your commitment to the common good?

Parameters for Instructors

1. The paper should comprise 20% of the final course grade.
2. It should draw upon and cite by date journal entries written during the service-learning experience. (These journal assignments—the raw material for the final paper—should be graded separately.)
3. It should be 7-10 pages double spaced, Times New Roman font.
4. It should follow a specific documentation style: APA, MLA, Chicago, CSE, etc.
5. It should be supported with reference to texts specific to the section, texts which the instructor identifies and distinguishes from the texts common to all SCG sections:
 - A. Loeb. *Soul of a Citizen*. 2nd ed.
 - B. Cress et al. *Learning through Serving*. 2nd ed.
 - C. Rawls's Theory of Justice

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Serving the Common Good Mission Seminar Final Assignment, rev. 12.2017

VERSION 11		Rubric, Serving the Common Good Final Assignment			
LIVE SLO	0-1	Benchmark (1)	Novice (2)	Apprentice (3)	Proficient (4)
A Social justice C & F <i>Identity & Commitment</i>		Describes service-learning experience but does not connect experience to their commitment to the common good.	Begins to connect service-learning experience to their commitment to the common good.	Uses implied servant leader traits to connect service-learning experience to their commitment to the common good.	Uses named servant leader traits to connect service-learning experience to their commitment to the common good.
Some servant leader traits: awareness, listening, foresight, conceptualization, persuasion, empathy, sensitivity, healing, stewardship, community building					
B Integrative Learning (Transfer Knowledge to Experience)		Recognizes a connection between the service-learning experience and principles of the common good or service learning.	Begins to apply the common good and service-learning principles to the learning-service experience.	Interprets service-learning experience by applying and adapting the common good, service-learning principles, and disciplinary content of the section/course.	Interprets service-learning experience by applying and adapting the common good, service-learning principles, the disciplinary content of the section/course, and own major. (Evidence of internalization.)
C Intercultural knowledge B (cultural awareness), C (empathy), & F (openness)		Demonstrates limited understanding of and openness to cultural differences. (Identifies one or more stereotypes. Receptive to engagement.)	Demonstrates partial understanding of and openness to cultural differences. (Begins to question stereotype(s). Begins to engage.)	Adequately demonstrates understanding of and openness to cultural differences. (Expresses curiosity. Recognizes the value of engagement.)	Effectively demonstrates a nuanced understanding of and openness to cultural differences. (Suspends judgement. Recognizes the complexity within cultures.)
D Synthesis: (Adjustment in Attitudes) Social Justice A, Intercultural Knowledge A, E, & F		Situates service-learning experience in reference to own cultural norms (beliefs, attitudes, and practices).	Partially demonstrates how service-learning experience influences adjustment in or clarity about their understanding of their own cultural norms (beliefs, attitudes, and practices).	Reflects on how service-learning experience influences adjustment in or clarity about their understanding of their own cultural norms (beliefs, attitudes, and practices).	(The previous plus.) Demonstrates how their participation in the service-learning experience reveals their adjustment in own cultural norms.
E Synthesis: (Communication Strategies) Social Justice D & Intercultural Knowledge D		Begins to recognize cultural differences in verbal and nonverbal communication strategies	Recognizes cultural differences in verbal and nonverbal communication strategies	Begins to adjust verbal and nonverbal communication strategies to culturally different audiences.	Adjusts verbal and nonverbal communication strategies to culturally different audiences to promote the common good.

Culture in this document may mean different groups according to age, gender, ability, sexual orientation, religion, ethnicity, race, socio-economic status