Course Designation Criteria for Service-Learning Classes
Boise State Service-Learning Program (6/25/14)
Send this completed worksheet, along with your syllabus, to KaraBrascia@boisestate.edu

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Class/Semester:\_\_Intercultural Communication/ Spr. 16\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **LEARNING:**

**What do you want students to learn from the SL experience in terms of academic enhancement, personal growth, and civic engagement? How will you evaluate the learning derived from the service? Provide examples of evaluation criteria. Note: the evaluation or assessment should focus on *learning*, not just completed service hours.**

Learning Outcomes the SL Project meets:

* Reflect upon and analyze your own cultural social-standing and cultural influences
	+ Assessed by their IDP entries around related questions and by their final IDP reflection paper.
* Demonstrate understanding of, and sensitivity to, other international cultures and U.S. co-cultures
	+ Assessed by their daily discussion of their experiences with their IDP, their IDP entries around related questions and by their final IDP reflection paper.
* Describe intercultural communication processes and the ways in which they are connected to issues of identity, social class, gender, sexuality, and race
	+ Assessed by their daily discussion of their experiences with their IDP, their IDP entries around related questions and by their final IDP reflection paper.
* Apply an array of skills necessary to communicate effectively in intercultural interactions
	+ Assessed by their IDP entries around related questions and by their final IDP reflection paper.
* Reflect upon and evaluate one’s own intercultural communication competence
	+ Assessed by class activities, IDP entries around related questions and by their final IDP reflection paper.

In short, I hope that the students are able to enhance their own understanding of, and skill in, intercultural communication through the process of interacting with an Intercultural Dialogue Partner (IDP) and be able to thoughtfully analyze those interactions based on course concepts. I hope that they would be more sensitive to, and interested in, other cultures in the future so that more bridges can be made cross-culturally and they truly see the value in global learning and intercultural dialogue.

1. **SERVICE:**

**What service will students provide to individuals, organizations, schools, or other entities in the community? How many hours will the students contribute (approximately)? How does the service relate to the subject matter of the course?**

Students will be matched with an individual from another culture/cultural group as an Intercultural Dialogue Partner (IDP) to become acquainted with during the course. They will interact with their IDP once every two weeks for 10 weeks during the course for a total of 5 times. Each interaction will last approximately one hour, sometimes longer, for a total of 5 hours minimum of FTF interactions plus various online interactions as well. The benefits to the students are explained above and the benefits to the community partners include the following:

* English language practice
* Socialization into, and a deeper understanding of, BSU student culture and/or U.S. culture
* Opportunity to build intercultural communication competence

The service is central to the majority of the course learning outcomes and supports the content perfectly!

1. **REFLECTION:**

**What reflection methods will you use to help students make a deliberate connection between academic content, community issues and the service experience (assignments, journals, discussions, and other mechanisms detailed in syllabus)?**

Reflection activities are deeply woven into course activities and assignments throughout the semester. Students will have online discussion prompts, interview entries, class discussions, class activities, and a final paper all asking them to link course concepts to their service experience.

1. **PARTNERSHIP:**

**How will you engage your community partners in a way that is mutually beneficial? What role will partners plan in the planning, implementation and evaluation of the service-learning?**

Hopefully, I will find partners who seek the benefits explicated in #2. I will meet with the community partner contact(s) to ensure that the relationship is mutually beneficial and will likely modify my students’ interview questions to best meet all needs. I will ask that CPs check in with me with any concerns or questions before partners begin to meet and ask them to evaluate their experiences at the end of the semester.

1. **CHOICE:**

**What options will you build into your course to ensure that no student is required to participate in a service placement that creates a religious, political and/or moral conflict? If a student has hardships due to extenuating circumstances, what alternatives will exist?**

I will let them choose an IDP that makes the most sense for them in terms of their learning and comfort level. This selection process will assist them in making a choice that does not present a moral conflict (e.g., choosing a Saudi Arabian male as a feminist). I will extend deadlines and provide a cushion for that in the schedule in case there are any extenuating circumstances and will allow online interactions in a pinch (although its not ideal).