

## SYLLABUS REVISION PROCEDURES

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In the process of converting a traditional course into its service-learning equivalent, consider the following questions. Try to address them as specifically as possible:

1. The learning objectives of the new service component in relation to the overall objectives of the course;
2. The kinds of partnerships and projects that could facilitate the service-related objectives;
3. The kind of service such partnerships/projects would provide to the larger community;
4. The best format for the service component (i.e., mandatory, elective; short-term, long-term; fourth/extra credit);
5. Adjustments you might want to make to the course's traditional workload (e.g., less reading or fewer problem sets; fewer tests or cases). Ask yourself: what kinds of learning can the service-related work facilitate that are currently being covered in another way or that are currently being assessed in another way;
6. Strategies you might use to help prepare students for their community-based work;
7. Strategies you might use to help students reflect on their community-based work in the context of course concepts, concerns, and objectives ( e.g., journals, focus groups [face to face or electronic], presentations, case writing);
8. Course-appropriate civic/public issues to which the students' community-based work might lend itself ( e.g., professional responsibility, equal opportunity/access, diversity and stereotypes, peace and justice issues, public science, public policy);
9. Assessment goals and strategies;
10. Ways in which your community partner could be of educational assistance.