



### CSL COURSE PROFILE: EXAMPLE

**Definition:** Service learning is an academic study linked to community service through structured reflection so that each reinforces the other. The academic study may be in any discipline. The service may address a variety of community needs.

**Minimum criteria for designation of service learning courses:**

- i. The course involves students in service activities or projects with external communities that are *responsive to community needs*. Students who choose the CSL option must complete at least 20 hours per academic term of direct academically relevant community service **at a community site**.
- ii. The course includes *academic topics* that directly address questions related to the activities of the students.
- iii. The course requires *student reflection* on the interrelationships between course content, concepts, and objectives and community-based learning activities.

Department: English    Course Title: Language in Context  
 Course No: 425    Section(s): 01, 02.    Hours in the Community: 20 + 6 hours training  
 Teaching Faculty: Gail Weinstein, James Kohn

1. Description of the probable service assignment(s), including specifics on work products expected and an explanation of how students will be prepared for their service placement.

Student "coaches" participate in Project SHINE, Students Helping in the Naturalization of Elders. Training: Coaches receive 3 hours of orientation training, 3 facilitated peer support meetings, and a final reflection/celebration.

Placement and service: Coaches are placed in an ESL, literacy or citizenship class in one of many CCSF community sites around the city, where they spend 2 hours weekly.

Students are expected to keep weekly logs, write a progress report and a final project. Details attached.

2. An explanation of how you will integrate learning from this particular community service learning experience into course discussion and assignments, including a statement of how learning from a service will be evaluated. Reflection techniques used in the course.

Students discuss their experiences in light of course readings, particularly in bilingualism and diglossia, speech communities, and other relevant topics. They reflect in writing through double-entry journals, structured progress reports, and a tightly guided final reflection paper. They present their final papers in groups, presenting a synthesis of their collective experience. Specific assignments are described in more detail in the attachment.

**Attach additional sheets and Course Syllabi if necessary.** Return forms to: Perla Barrientos, via fax to -415-338-0587, or via email to [barrient@sfsu.edu](mailto:barrient@sfsu.edu)