**SYLLABUS: Human Development 10**  
Instructor: Amy LaCoe (310) 365-8288, alacoe@elcamino.edu  
Class: MW, 11:15 - 12:40 p.m., 2/17 - 6/9/10  
Office Hours:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Homework Assignments</th>
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</thead>
</table>
| Wed 2/17 | • Course introduction, Syllabus and assignments  
• Collages: Past, present and future. Who am I? What is my present situation? What do I want?  
• ECC e-mail account and other electronic resources  
• Learning through service | • Self-Assessment: Go to at http://www.elcamino.edu/cgi-bin/rws4.pl?FORM=SelfAssessment_HDEV10 to take the assessment on-line. Due 2/24  
• Collages due 2/24. They are due then, so bring them that day  
• Set up your ECC e-mail and send me a message by 2/22  
• Make an appointment with at ECC counselor for an Official Education Plan for Fall 2010 due 5/26 |
| Mon 2/22 | • Success, choice, and forks in the road  
• Victim and creator language  
• Mastering creator language: Inner-critic, defender and guide  
• 3 foot tosses | • Read Chapters 1 and 2 in On-Course and do journals 1 - 6. due 3/15 |
| Wed 2/24 | • Five minutes each to present collage to a partner  
• Present collages to class: oral presentation required for points. | • All collages are due today, so bring them today. If you have it today, and there isn’t time to do them all, you can bring it back on Monday, and still get full points |
| Mon 3/1  | • Finish collages  
• Making wise choices: wise choice process.  
• College catalog and college culture | • Do assignment 1B and 1C in your course assignment packet, pg. 9 - 11 by 3/10  
• Do either assignment 1D or 1E by 3/24  
• At the end of each chapter of On-Course is a “wise Choice in College section. For CH. 1, pg. 18-20. Read and do Assignment 1A in course packet. |
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<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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| Wed 3/3 | • Learning Through Service  
• Groups of four will work together for LTS | • LTS Site proposal forms due 3/31  
• First LTS Journal due 3/31, second Journal due 4/28  
• LTS Class Presentations on 5/24 and 5/26 |
| Mon 3/8 | • Virtual Scavenger hunt.  
Class will meet in the LMTC lab in the Library Basement | • Study for quiz  
• You might get Assignment 1C done in the lab |
| Wed3/10 | • Quiz on Chapters 1 and 2  
• Standards of scholarship, probation, dismissal, and academic renewal | • Do assignments 3B - 3H in Course Packet, due 4/5. Do the assignments before doing the journals in Chapter 3; they will help with the journals.  
• Read Chapter 3 and do journals 7 - 10, due 4/5  
• Assignments 1B and 1C due today |
| Mon 3/15 | • Roles and Goals  
• Setting goals using DAPPS  
• Your life plan  
• Personal Affirmations and visualizing success | • Journals 1 - 6 due today  
• Start working on your 32 day commitment. Assignment 3A. Due Wednesday, 5/3 |
| Wed 3/17 | • Self Management: the power of quadrant 2  
• Spring 2010 Study Schedule, planned and actual | • Assignment 4A, Due 3/22  
• Read Chapter 4 and do Journals 11 - 14, due Monday, 4/19 |
| Mon 3/22 | • Self Awareness: True Colors personality profile | • True Colors worksheet due 3/29 in Syllabus |
| Wed3/24 | • Career Center Visit, Career Research | • Do Career Research worksheet in Syllabus, due 3/29  
• Assignment 1D or 1E due today |
| Mon 3/29 | • Quiz on chapters 3 and 4  
• Other self-management tools; class discussion revisiting the 32 day commitment | • Assignment 3A, 32 Day Commitment, due 4/28  
• Continue working on Journals and assignments |
| Wed3/31 | • Educational Planning lecture | • True Colors Worksheet due today  
• Career Research Worksheet due today  
• LTS site proposal forms due today |
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<tr>
<th>Day</th>
<th>Activities</th>
<th>Assignments/Due Dates</th>
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| Mon 4/5   | - Educational Planning lab  
- Divide into 7 groups to learn and present Wise Choices in College sections at the end of each chapter | - Assignments 3B – 3H due today  
- Journals 7-10 due today  
- Educational Planning Worksheet due Monday, 4/19  
- Present Wise Choices on 4/28 and 5/3 |
| Wed 4/7   | - Mutually supportive relationships  
- Interdependence and campus life  
- Interview the professor of your most difficult class | - Assignment 1F, Interview Your Professor. Due on 5/3  
- Read Chapter 5 and do journals 15 - 18 due 4/28  
- Remember the 3 foot tosses while on Spring Recess. Which assignments are coming up after break? |
| Mon 4/12  | - Spring Recess                                                              | - Read chapter 6                                                                        |
| Wed 4/14  | - Spring Recess                                                              | - Consider spending time in Quadrant II and read Chapter 7  
- Ed Planning worksheet due 5/3; Journals 15 – 18 due 4/28 |
| Mon 4/19  | - Active listening  
- Assertiveness: the power of asking, giving, receiving, and saying no | - Journals 11-14 due today                                                                |
| Wed 4/21  | - Self sabotage, Anatomy of a script  
- Rewrite your outdated scripts, and write your own rules | - Read Chapter 6 and do Journals 19 - 22, due 5/10  
- Educational Planning Worksheet due today. |
| Mon 4/26  | - The Four Agreements, by Don Miguel Ruiz, and how it might relate to On-Course  
- A Fish Story | - Read Chapter 7 and do Journals 23 - 26, due 5/17  
- Do assignment 6A, Learning Styles Assessment by Wednesday, 5/5 |
| Wed 4/28  | - Quiz on Chapters 5 and 6  
- Present wise choices in college | - Groups 3,5,7 present Wise Choice In College sections today  
- Assignment 5D, 7A, 7B and 7C in Course Packet, due 5/12  
- Second LTS Journal due today |
| Mon 5/3   | - Finish presentations on wise choices in college  
- Feedback on 32 day commitment | - Assignment 3A, 32 day commitment due today.  
- Journals 15 - 18 due today  
- Groups 2,4,6,8 present Wise Choice sections today |
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| Wed 5/5    | • How the human brain learns   
  • Learning styles   
  • Active Learning   
  • Developing Self Respect | • Interview your professor, assignment 1F due today   
  • Bring in your Learning styles assessment, assignment 6A today |
| Mon 5/10   | • The graduation game: a review of the ECC catalog                      | • Journals 19 - 22 due today                                                    |
| Wed 5/12   | • Components of emotional intelligence, stress, stress reduction, and choosing your attitude | • Read chapter 8 and do journals 27 - 30, due 6/2   
  • Assignments 5D, 7A, 7B and 7C due today |
| Mon 5/17   | • Crisis and emergency Getting through changes and turning points in life | • Journals 23-26 due today                                                      |
| Wed 5/19   | • LTS groups will meet and prepare for presentations next week.          |                                                                                 |
| Mon 5/24   | • Education, Children & Youth and Hunger & Homelessness LTS group will present today |                                                                                 |
| Wed 5/26   | • Animals & The Environment and Health LTS groups will present today     | • Official Education Plan due today                                               |
| Mon 5/31   | • Memorial Day                                                            |                                                                                 |
| Wed 6/2    | • Homeless to Harvard                                                    | • Journals 27 - 30 due today                                                      
  • Bring a snack to share on 6/9 |
| Mon 6/7    | •                                                                                  | • Journal 31 in lab                                                             |
| Wed 6/9    | •                                                                                  | • Pot luck and final grades                                                      |
Learning Objectives:
The primary objective for this class is for you to learn how to be successful in college and in life. Upon successfully completing the requirements for this course, you will be able to:

- Understand the role of personal responsibility and choice in determining outcomes for success in college, work and life;
- Analyze how inner beliefs and attitudes influence behaviors, create consequences and affect desired outcomes;
- Identify life roles, understand essential components of the goal setting process and develop personal and educational goals within life roles;
- Recognize the impact of limiting beliefs and negative emotions on health and be able to implement strategies for maintaining balance, reducing stress and creating wellness;
- Identify individual learning styles, apply appropriate strategies to maximize learning and discuss how to adapt to a variety of academic settings;
- Understand the consequences of choices within life roles and be able to implement appropriate strategies for effective self-management; and,
- Identify campus resources and special programs and understand how these services assist students.

Student Learning Outcome (SLO): By the completion of the course, students will apply the appropriate tools to create and file a student educational plan which includes personal, educational and professional goals.

Required Course Materials: Bring all materials to class every day.

3. El Camino College Catalog (2008-2009 - if you started at ECC before this year, use the catalog for the year you entered).
4. ADDITIONAL REQUIRED MATERIALS: See the “Required Materials” assignment in this syllabus.

Your success in this class depends on reading your textbook, completing assignments, and preparing for quizzes before every class so required materials are a key component to your success.

Attendance Policy:

- After two absences you may be dropped from class which means you will earn a “W” on your transcript (your permanent academic record).
- If your third absence occurs after the drop deadline has passed, your work will no longer be accepted which means you will earn an “NC” on your permanent academic record.

Class Assignments:

Assignments from Course Packet for HDEV 10: 1A - 1C; 1D or 1E; 1F; 3A - 3H; 4A; 5B - 5D; 6A; 7A - 7C
Success Journal
- Journal assignments are in your textbook, On Course: Strategies for Creating Success in College and in Life.
- If you wish to keep a journal assignment private, fold the page over and staple it closed at the top and bottom.
- Grammar, spelling and punctuation will NOT be factors in earning points, so concentrate on expressing yourself without worrying about these factors.

Collage:
- The collage project will be explained in class - purchase a manila folder on which to create the collage.

Education Plan:
- You will need to have a plan that indicates when you will complete your stated academic goal.
- You will receive a worksheet and will need to complete this project for CREDIT in this course.

E. Grading:
- Success Journal Entries: 31 Journals, 10 pints each
- Approximately 22 assignments from Packet 250 points
- Learning Through Service 100 points
- True Colors preferences 10 points
- Collage 50 points
- Official Education Plan 50 points
- Education Planning Worksheet 50 points
- Three quiz 20 pts. Each 60 points
- Final 40 points
- Notebook in 3 ring binder 50 points
- Perfect attendance 30 points, 10 points off per absense
- TOTAL POSSIBLE POINTS: 1000 points

Grades will be assigned as follows:

A 900 - 1000 points
B 800 - 899 points
C 700 - 799 points
D 600 - 699 points
F Less than 600 points
Successful students create support networks with other students. Create a study group!

Name: ___________________________ Phone Numbers: (H) ______________ (C) ______________
Email address: ______________________________

Name: ___________________________ Phone Numbers: (H) ______________ (C) ______________
Email address: ______________________________

Name: ___________________________ Phone Numbers: (H) ______________ (C) ______________
Email address: ______________________________
Reasonable Accommodation:
I am deeply committed to creating a learning environment that is positive and stimulating for all students. Therefore, in support of the Americans with Disabilities Act (ADA), any and all reasonable accommodation will be provided to any students who are registered with the El Camino College Special Resource Center. You may speak with me about how we can work together to create an effective learning environment or, if you prefer, you may submit your request to me in writing.
Course Contract for Success

After a complete and thorough reading of the class syllabus, please sign and return this page to class at our next class meeting.

1. Show up! To support my success, I choose to be punctual and attend every scheduled class period in its entirety.
2. Do the work! To support my success, I choose to do my very best work in preparing all of my assignments and hand them in on time.
3. Participate actively! To support my success, I choose to stay mentally alert in every class, offering my best comments, questions, and answers when appropriate. I choose to develop interest and enthusiasm in the subject, be involved in class activities and treat other members of the class with respect.

“Yes, I have read and understand the syllabus.” (check each item to indicate you understand):
- Learning objectives for this course
- Materials required for this course
- My responsibility for attendance, class participation, and to officially drop if I stop attending the class
- Appropriate classroom behavior
- Services available to students with disabilities
- Course assignments
- How my performance in this class will be evaluated, including required materials, quizzes, assignments, exam and final project.

Signed: _______________________________ Date: _____________
Case Study
The Late Paper:
Professor Freud announced in her syllabus for Psychology 101 that the final term paper had to be in her hands by noon on December 18. No Student, she emphasized, would pass the course without a completed term paper turned in on time. As the semester drew to a close, Kim had an A average in Professor Freud’s Psychology class, and she began researching her term paper with excitement.

Arnold, Kim’s husband, felt threatened that he had only a high school diploma, while his wife was getting close to her college degree. Arnold worked at a bakery, and his coworker, Phillip, began teasing that Kim would soon dump Arnold for a college guy. That is when Arnold started accusing Kim of having an affair, and demanded that she drop out of college. She told Arnold that he was being ridiculous. In fact, she said, a young man in her history class had asked her out, but she refused. Instead of feeling better, Arnold became even angrier. With Phillip continuing to provoke him, Arnold became sure Kim was having an affair, and he began telling her everyday that she was stupid and would never get a degree.

Despite the tension at home, Kim finished her psychology term paper a day before it was due. Since Arnold had hidden the car keys, she decided to take the bus to the college and turn in her psychology paper a day early. Cindy, one of Kim’s Psychology class mates, drove up and invited Kim to join her and some other students in an end-of-the-semester celebration. Kim told Cindy she was on her way to turn in her term paper, and Cindy promised she would make sure Kim got it in on time. “I deserve some fun,” Kim decided, and hopped into the car. The celebration went long into the night. Kim kept asking Cindy to take her home, but Cindy always replied, “don’t be such a bore; have another drink. When Cindy finally took Kim home, it was 4:30 in the morning. She sighed with relief when she found that Arnold had already fallen asleep.

When Kim woke up, it was 11:30 a.m., just 30 minutes before her term paper was due. She could make it to the college on-time by car, so she shook Arnold and begged him to drive her. He just snapped, “Oh sure, you stay out all night with your college friends. Then I am supposed to get up on my day off and drive you all over town. Forget it.” “At least give me the keys”, she said, but Arnold merely rolled over and went back to sleep. Panicked, Kim called Professor Freud’s office and told Mary, the secretary, that she was having car trouble. “Don’t worry,” Mary assured Kim, “I’m sure Professor Freud won’t care if your term paper’s a little late. Just be sure to have it here before she leaves at 1:00.” Relieved, Kim decided not to wake Arnold again; instead, she took the bus.

At 12:15, Kim walked into Professor Freud’s Office with her term paper. Professor Freud said, “Sorry Kim, You’re 15 minutes late.” She refused to accept Kim’s term paper, and gave her an F in the class.

Listed below are the characters in this story. Rank them in order of their responsibility for Kim’s failing grade in Psychology 101. Give a different score to each character. Be prepared to explain your choices.

Most responsible - 123456 - Least responsible
____ Professor Freud, the teacher   ____ Phillip, Arnold’s coworker
____ Kim, the psychology student  ____ Cindy, Kim’s classmate
____ Arnold, Kim’s husband        ____ Mary, Prof,Freud’s secretary

Diving deeper is there someone not mentioned in the story who may also bear responsibility for Kim’s failing grade.
You have a FREE e-mail account at El Camino!

Stay informed - check your mail regularly!
Go to myECC on the college website: www.elcamino.edu. Enter your ID and password. If it's your first time, you'll need to input your Social Security Number and choose a password. If you're having trouble:

☆ Visit one of the campus computer labs and ask for a tech to help you
☆ Call Information Technology Services (ITS) at 310.660.6571 or
☆ You may not have the correct username, birthdate, SSN, password, etc. - call Mr. Snowden in Admissions at 310.660.6161 or go to Admissions and ask for help.

An easy way to find El Camino faculty or students:
For faculty: type in their first initial of their first name, no space, then the first few letters of their last name. Click on the icon at the top that is for "check names." You may have to choose from a few options, but the name should appear. (Exception: some part-time faculty do not have ECC email accounts.)

For students: type in their full first name, no space, then the first few letters of their last name. Again, either the name will appear or you will need to choose from several options.

You can send an email to your whole class:
☐ Write the first letters of the department name (for example, "HDEV" for Human Development).
☐ Click on the "check names" icon (a person in profile with a red check mark).
☐ A list of all classes in the department will come up and you choose the one that matches our course and section number.
☐ If you prefer, you may type in the address, the format for which is "Department-Course Number - Section Number @elcamino.edu".
My True Color Preferences

Primary Colors

Name __________________

Why do I think _______________ is my first color?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Why do I think _______________ is my second color?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Shadow Colors?

Third color

______________________________________________________________________________

______________________________________________________________________________

Fourth color

______________________________________________________________________________

______________________________________________________________________________
Catalog Questionnaire: Using your El Camino College catalog, answer the questions below

1. What is the El Camino College Mission? (page 1)

2. What is the maximum number of units for which a student can register in a fall or spring semester? (page 8)

3. What is the cost of a parking permit? (page 7)

4. What is an ASB sticker, how much does it cost and where can you purchase it? (page 7)

5. What is academic renewal? (pages 16-17)

6. When is a student dismissed from El Camino College? (page 15)

7. What is the cost of a transcript? (page 7)

8. After being dismissed, what steps must you take to resume taking classes? (page 15)

9. What is the definition of sexual harassment? Give an example. (page 17)

10. What is the smoking/tobacco usage policy on campus? (page 24)

11. What is the Family Education Rights and Privacy Act? (page 3)

12. Give four examples of misconduct. (page 24)

13. What is a prerequisite? What is a co-requisite? (page 42)

14. List one English, Math, and Science class that is transferable to a CSU. (page 38)

15. What are the requirements for an AA degree? (page 33)

16. How many times can you repeat a class? (page 16)
17. When is the next holiday break? (page 261)

18. What are the requirements for paramedic? (page 36)

19. What is the course description for Human Development 10? (page 159)

20. List four resources on campus. (pages 18-21)


22. Below, list at least THREE other important things you've learned from reading your catalog.
Notebook Preparation

Good organization is a study skill that is essential for success in mathematics. Some people seem to be naturally organized, while other people are not. But it is possible to learn to be organized. Preparing a math notebook is a good way to develop this important skill.

You will need:

- a three-ring binder (with rings at least 1" in diameter)
- 2 packages of dividers
- notebook paper and graph paper
- a hole puncher

To prepare your notebook:

Prepare tabs on dividers by labeling them:

- Course info: Syllabus and notes
- Journals
- Completed Assignments
- Tests and quiz’s
- Extra paper
- A place for pens, pencils, eraser, and white out

To assemble your notebook,

- put the dividers into the notebook
- file any papers you have into the proper section

When finished, have your instructor sign you off below.

Date: ________________  Instructor: ________________
Learning Through Service

A. What is service learning?
Service learning is your opportunity to engage in meaningful hands-on service to the community while gaining valuable knowledge and skills that integrate with our course objectives. Examples of service learning include volunteering with:

- Tutoring or after-school programs,
- Senior citizen homes, community centers, hospitals
- Homeless shelters, food pantries, suicide hot lines
- Church projects or environmental groups
- Any other volunteer activity in a structured setting.

For this assignment, you will join a group based on your interest in one of the following areas:
1. Education, Children & Youth
2. Hunger & Homelessness
3. Animals & The Environment or
4. Health

B. What outcomes can I expect?
By making a commitment to excellence and participating actively in 6-8 hours of service learning, you can expect to

1. Strengthen your critical thinking skills as you apply class concepts to real world situations
2. Refine your self-concept as a future professional as you gain new insights about yourself (for example, learning about your major, career interests, strengths, and how you can work more effectively in groups)
3. Understand the responsibility that comes with being a member of the community, observe the importance of giving your time and feel the satisfaction of making a difference
4. Learn more about cultural, social, and political issues and how they affect our community.
5. Expand your network to include new contacts on the campus and in the community
6. Build your resume for transferring to universities and for future jobs.

C. How do I choose a site for my service learning?
Step 1: Understand the following requirements for your site:

- Each member of your team will serve at the SAME site. You do NOT have to all go at the same time. (Although students often prefer the company of at least one team member when they serve and it means you can carpool.)
- Your site can NOT be one in which you have friends or family working. However, you are encouraged to use networking to ask friends or family to refer you to an appropriate site.
- Choose a site that is a non-profit organization, such as a school, tutoring center, shelter, food kitchen (in other words, no businesses, doctor's offices, restaurants, or retail stores).
- Your service needs to be completed AT the organization that provides the service to the community (sorry, working a canned food drive at an amusement park for a couple of hours and spending the rest of the day on the roller coasters doesn't count! 😊).
- Your service must be volunteer, non-paid work.
Step 2: Work with your group to identify possible sites in one of the following areas: 1. Education, Children & Youth, 2. Hunger & Homelessness, 3. Animals & The Environment or 4. Health. Your team is required to research at least two different sites (Site Research Worksheets are on pages 7 & 8). Visit the sites below for local service opportunities or consult the list of sites previously approved for ECC students which will be provided.

- http://www.volunteermatch.org
- http://www.californiavolunteers.org

As you research service learning sites,

- Consider your interests. Are the members of your group interested in the services provided and the clients served? The quality of your work is directly connected to your level of interest and commitment.

- Consider your (potential) majors. Can you find a site that might provide insight or experience into your (potential) major or career field? For instance, future teachers may want to consider working with after school tutoring or mentoring programs.

Step 3: Research and contact possible sites in order to answer the questions below. As a team, complete at least two Site Research Worksheets, which are on pages 7 & 8.

1. The organization. What services are provided? Who are the clients? Use the web or contact the site directly for answers.

2. Location & Transportation. Where is the site located? How will each of you get there? Effective transportation for all members of your group is essential to your success as a team. Map the distance from campus (our address is 16007 Crenshaw Blvd, Torrance, 90506), plan to carpool or use public transportation. Before choosing a site, consider personal safety, comfort levels, and parental permission.

3. Contact & Supervisor Information. What are the name, phone number and email for the person who will help you arrange your service learning and the person who will supervise your team? (Your contact and supervisor may or may not be the same person.)

4. Application. Is there an application process? Will you need a background check, fingerprinting, or immunizations? For a fee, the ECC Police provide fingerprinting services. Waiting periods to receive the results vary.

5. Training & Orientation. What training is provided? How often is it offered? How long does it take to complete?

6. Schedule & Time Commitment. Remember: Your team is NOT required to work on the same days and times. When can you begin and how often can you work? Will your site accept a commitment of only 6-8 hours? What schedule works best for your team: completing the service learning all at once or in smaller chunks?

7. Job Description & Expectations. Specifically, what will your team be doing? Are you expected to be punctual and stay for a minimum amount of time? Is there a dress code or behavior code? Do you need to be sensitive to certain issues or needs of the population you are serving?

8. IMPORTANT: Start Date & Time. When will your team begin your service? Do you have enough time to complete your service before the deadline?
Site Research Worksheets
Each team is required to thoroughly research at least two sites. Work individually or in pairs. This form was completed by (List your names here):___________________.

1. Name of Organization
   What services are provided? Who are their clients?

2. Location & Transportation
   What is the address? How will you get there?

3. Contact Person & Supervisor
   Name, phone, & email

4. Application
   Will you need a background check, fingerprinting, immunizations, etc?

5. Training & Orientation
   What training is provided? How long does it take? When is it offered?

6. Schedule & Time
   When can you begin and how often can you work? Is there a minimum commitment required?

7. Job Description
   Specifically, what will your team be doing?

8. Start Date & Time
   When will you begin?

Other Important Information
Site Research Worksheets
Each team is required to thoroughly research at least two sites. Work individually or in pairs. This form was completed by (List your names here):___________________.

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<td><strong>2. Location &amp; Transportation</strong>&lt;br&gt;What is the address? How will you get there?</td>
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<tr>
<td><strong>3. Contact Person &amp; Supervisor</strong>&lt;br&gt;Name, phone, &amp; email</td>
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<td><strong>4. Application</strong>&lt;br&gt;Will you need a background check, fingerprinting, immunizations, etc?</td>
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<td><strong>6. Schedule &amp; Time</strong>&lt;br&gt;When can you begin and how often can you work? Is there a minimum commitment required?</td>
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<td><strong>7. Job Description</strong>&lt;br&gt;Specifically, what will your team be doing?</td>
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<tr>
<td><strong>8. Start Date &amp; Time</strong>&lt;br&gt;When will you begin?</td>
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<td><strong>Other Important Information</strong></td>
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Section 2: Completed by Students

List the names of your group members: ________________________________

Name of 1st Choice Service Learning Site: ________________________________
Complete Mailing Address: ___________________________________________
including zip code                __________________________________________

Name of 2nd Choice Service Learning Site: ________________________________
Complete Mailing Address: ___________________________________________
including zip code                __________________________________________

When will your group begin your service?  BE SPECIFIC, providing date(s) and time(s).
______________________________________________________________________________

Who will supervise your work? (This is the person with whom you will work most closely at the site, who will sign an evaluation stating you worked specified hours at the site, and who your instructor may contact for questions or information.):
Name:  __________________________________________
Title:  ___________________________________________
Phone: _____________________        Email: _________________________

Commitment Statement
We understand that we are expected to behave in a professional and respectful manner while engaged in the Learning Through Service project. By signing below, we agree that we will

1. Show up. We will arrive on time and ready to work. Because we know that we are being depended upon for services, we will provide at least 24 hours notice to our supervisor(s) if we are unable to meet our commitment.

2. Participate actively. We will adhere to the rules, procedures, and policies, including the handling of confidential information. We will be open to supervision and constructive feedback about our work, and stay focused on the learning opportunities we are experiencing.

3. Do our work. We will perform our duties to the best of our abilities and show respect to anyone with whom we interact during my time at the volunteer site.

Print Student Name:  
Student Signature:
 _______________  
______________________
 ___________________
 ___________________
 ___________________
 ___________________
 ___________________
 ___________________
 ___________________
 ___________________
 ___________________
Section 3: Completed by Supervisor

Important Note to the Supervisor:

Thank you for agreeing to partner with El Camino College students to enhance their learning through service. Our students are grateful for your time and your willingness to help them learn more about contributing to their community.

Please provide an adequate position description, orientation/training, and assistance to the student as needed. Please provide supervision, feedback, and evaluation on student performance.

If you have any questions, concerns or need additional information, please feel free to contact me:

Kristie Daniel-DiGregorio, Ph.D., Human Development instructor
kdaniel@elcamino.edu 310 660.3593 x3760

Please provide your signature below to indicate that the El Camino College students listed above are approved to complete 6-8 hours of service learning at your organization, supervised by you.

Signature of supervisor: ____________________________

Printed name: ____________________________________________

Email: ____________________________________________

Phone: ____________________________________________

Name of Site: ____________________________________________

Address: ____________________________________________
Supervisor Evaluation Form

EACH TEAM MEMBER SUBMITS A COPY

Name of Student: ______________________________________________________

Important Note to the Student: Each time you volunteer, ask your supervisor to confirm the number of hours you have completed. When you have completed your commitment, ask your supervisor to complete the evaluation.

<table>
<thead>
<tr>
<th>Date &amp; Times</th>
<th>Site Name</th>
<th>Description of Assignment</th>
<th># of Hrs Completed</th>
<th>Supervisor’s Signature</th>
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My signature verifies that the student named above participated in _______ TOTAL HOURS of community service with our organization.

Supervisor’s Name: ______________________  Supervisor’s Signature: ______________________

Name of Organization: ______________________

Evaluation of Student’s Work (after service is completed)

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<tr>
<th>This student...</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Comments</th>
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<td>1. performed duties to the best of his/her ability</td>
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<td>2. showed respect to everyone with whom he/she interacted</td>
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<td>3. adhered to the rules, procedures, and policies</td>
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<td>4. was open to supervision and constructive feedback</td>
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<td>5. was dependable, meeting time and duty commitments</td>
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3–4 hours completed  ____  6–8 hours completed  ____  Thank you letter  ____
Learning Through Service Journal Entries (20 pts, 10 pts each)

EACH TEAM MEMBER Submits Individual LTS Journals

Responses must be typed, single spaced and more than one page in length. Please number your responses but do NOT retype each question.

LTS Journal Entry #1: Complete BEFORE you begin your service learning. Remember: DIVE DEEP.
1. Describe your topic and your site briefly
2. On a scale of 1-10, rate the value you place on the Learning Through Service project. Explain your rating, for example, what interests you about the topic and the site? What do you hope to learn? How will the experiences benefit you?
3. On a scale of 1-10, rate your expectation that you will be able to create a positive learning experience and complete the service learning. Explain your rating.
4. Multiply these numbers together to determine your motivation for completing this project (your number will be between 1 and 100). How will your motivation affect your experiences and learning as you provide service to the community? How can you increase your motivation?
5. Give at least one example of a “fork in the road” you and/or your group have experienced so far. Describe your inner conversation as you experienced the challenge – did you hear your inner critic, inner defender or inner guide? How did you respond? If you weren’t able to respond as a creator at the time, how might you have made different, creator choices?
6. Is there anything that worries you? How can you respond as a creator to these potential challenges?

LTS Journal Entry #2: Complete after you finish your last experience at your site. Remember: DIVE DEEP.
1. Give at least two thoughtful examples of how the On Course “Choices of Successful Students” (Personal Responsibility, Self-Motivation, Self-Management, Interdependence, Self-Awareness, Lifelong Learning, Emotional Intelligence, Believing in Yourself) apply to your experiences at your site. See the inside front cover of your textbook for a brief review of the topics.
2. How did you enhance your self-awareness either at your site or working in your group? For example, how does your experience inform your career interests? What did you learn about your personal strengths? If you had the experience to do again, what different choices would YOU make (just you, not your group)?
3. What did you learn about the community and about how cultural, social and political issues affect our community?
4. How will this experience help you in the future? For example, did you expand your network or develop new skills? Has the experience affected your belief in yourself?
5. What else did you learn?
6. How likely are you to participate in service learning again? Explain your answer.
Final Presentations

Provide in-depth answers to the following questions in a 10-15 minute PowerPoint presentation.

1. Describe Your Site and What You Learned About the Community
   a. Describe the services your site provides and the clients they serve. Give a brief overview and/or history of the organization.
   b. Describe the specific work or projects completed by your team members. What work did you do? With whom did you work?
   c. What did your team learn about the social and political issues that relate to your site (for example, education, hunger, poverty, prejudice, domestic violence)? Does service learning make a difference to the community?

2. Give thoughtful examples of how the On Course "Choices of Successful Students" apply to your experiences in your group and at your site.
   a. Choose at least three of the eight On Course principles. "Choices of Successful Students" from your text.
   b. In your own words, explain each of the three principles.
   c. Discuss how the principles help you explain and understand your experiences.

Some examples (you are not required to choose these principles):
   - Principle: Personal Responsibility
     - Discussion Questions: What were the forks in the road your team encountered? Discuss these, applying the concepts of victim and creators. As your team encountered challenges, what were the effects on your inner conversations (Inner Critic, Inner Defender, Inner Guide)? Provide examples from your site of others accepting or rejecting personal responsibility.
   - Principle: Interdependence
     - Discussion Questions: What choices did your team make to develop interdependence? What choices would have further enhanced your interdependence? Analyze each team member's personal approach to relationships (Independent, Dependent, Co-Dependent and Interdependent) and provide examples of how this affected the functioning of your team. Provide examples of how active listening did or could have increased your group's success. What did you learn about the three suggestions for creating a productive group (choose only creators, choose group goals, choose group rules)? Provide examples from your site of others accepting or rejecting interdependence.

3. Demonstrate Excellence in Preparation
   a. Did everyone in the group participate equally?
   b. Were you well-prepared & were your PowerPoint slides well-organized?
   c. Did you know your material well and maintain eye contact?
   d. Were there smooth transitions between speakers?
   e. Did your group demonstrate professionalism?