

Explanation of Sample Syllabi

In 2003 I created a Psychology Learning Community (PLC) for first-year psychology majors. The PLC consisted of a 2-semester sequence of courses, both developed and taught by me around the theme of service learning. In the beginning, the service learning portion of the courses was performed at a range of community organizations in the university area that I developed partnerships with. Over time, I refined our service theme around the general topic of hunger and homelessness, and this theme was reflected in the required course readings as well as the service sites where students were placed.

As part of this theme, several of my students and I attended a Hunger Summit at Elon University in 2012, where we learned about the problem of hunger and food insecurity among college students, and the growing use of on-campus food pantries as a way to address the problem. This launched an amazing opportunity for my PLC students to experience the joys and challenges of service learning as we worked with other campus groups to launch a student pantry on our own campus. After securing a small space in the Psychology Department, and with a start-up grant from Food Lion, we opened the Jamil Niner Student Pantry in the fall of 2014. Ever since then, all of my students' service learning work has been in support of the pantry. I have written several articles about the PLC, its service learning component, and the creation of the Niner Student Paper (see vitae) which together provide a nice high-level description of our service learning journey over the past near 20 years.

The attached Syllabi from the 2 PLC courses I teach (PSYC 1000 and LBST 2215) provide a more granular view of the service learning components of the courses as I have taught them since opening the Jamil Niner Student Pantry.

PSYC 1000 is the curricular center of the PLC and is designed primarily to facilitate students' successful transition to the discipline and department of Psychology. It is part of a university-wide first-year student success program (Prospect for Success) which requires students to demonstrate mastery of 3 university goals: Commitment to Success; Cultural Awareness; and Inquiry. I use service learning as the primary pedagogical vehicle for achieving the latter two goals. I include in the syllabi below assignments that illustrate this. The service learning requirement for this course is designed to introduce students to service through a modest number of service hours, 10 hrs per week, and supplemented by readings about hunger and food insecurity among college students and their Inquiry paper on the same topic.

LBST 2215, Citizenship and Service, is a Liberal Studies course that counts toward a general university requirement and that is offered in many formats across many departments. I teach the course both as the second semester sequence for the PLC and as the gateway course for a civic minor that I helped to create (see vitae). In both iterations, the course is an immersive service learning experience requiring 45 hours of individual and team-based service, which (in recent years) has been done at or in support of the Jamil Niner Student Pantry. The course requirements are based on best practices in service learning and include extensive readings, discussions, and reflective writing around the service theme for each academic year (early theme was Hunger & Homelessness, and since the creation of the on-campus food pantry, the theme has been Hunger & Food Insecurity among College Students).

The Psychology Learning Community
Fall Semester
Course One: The Science and Practice of Psychology (PSYC 1000)

Instructor: Dr. Kim Buch
4023 Colvard
kkbuch@uncc.edu

TA: Jessica Strange
2016 PLC member
jstrang4@uncc.edu

Office Hours: Before and after class and by appointment

Learning Materials and Required Text: *The Psychology Major's Handbook*, by Tara Kuther, available at the bookstore or you can order it online. The 4th edition just came out and is the most up-to-date, but I will allow you to use previous editions as well. **Service Learning Readings** on the theme of hunger and food insecurity will be posted on Canvas.

Welcome PLC Members!

On behalf of the faculty and staff of the Department of Psychology, welcome to our department and our discipline. We are pleased that you have chosen to major in Psychology and we are looking forward to helping you achieve your academic and career goals. This course is designed with that purpose in mind. Besides providing an introduction to the department and discipline of Psychology, the course will help you develop and refine the skills necessary for success in college and beyond.

The Psychology Learning Community (PLC) is an academic learning community which consists of a block schedule of courses that all PLC members are enrolled in. This year, those courses are PSYC 1000 and PSYC 2150 in the Fall semester and LBST 2215 and a Psychology course option (TBA) in the Spring semester. It is through these courses that you will get to know the other members of the PLC and find out how to participate fully in PLC activities and learning experiences. You will also have opportunities to meet past members of the PLC and other student leaders in Psychology.

Prospect for Success

The PLC is designed to support the university-wide Prospect for Success program to support first-year student success. This means that there will be assignments focused on the Prospect goals:

- Commitment to Success
- Inquiry
- Cultural Awareness

These will be graded components of the PLC courses, and more information will be provided in both classes.

Course Objectives

PSYC 1000 is designed to ensure a learning environment in which everyone is actively involved. This is not a lecture class in which passive, one-way learning will occur. Instead, we will utilize many techniques of active and collaborative learning which we hope you will find engaging. Specific learning goals for the class include:

- To introduce first-year majors to the discipline and department of Psychology at UNC Charlotte
- To involve students in a psychology-related service learning project
- To expose students to opportunities for campus involvement and to encourage them to get involved!
- To engage students in self-assessment and self-discovery activities that help in academic and career planning
- To explore the sub-disciplines within Psychology and their associated career paths
- To foster the creation of a real community—one which fosters lasting friendships among students and meaningful connections with faculty and staff
- To promote the Prospect for Success goals of Commitment to Success and Inquiry
- To help ensure that students successfully navigate their first year of college!

PLC Service Learning

Prospect for Success: Inquiry

Service Learning Theme: Hunger & Food Insecurity Among College Students

“Students understand or experience inquiry as an open-ended process that explores evidence and/or approaches to generate ideas / conclusions.”

Students who are active partners in the educational experience are intrinsically curious. They understand that knowledge is made rather than simply received. They also are on their way to mastering the process of inquiry by means of which knowledge is constructed.

The semester-long Inquiry assignment is designed to guide your discovery process as you learn more about the topic of “hunger and food insecurity among college students.” This Project is worth 100 points toward your final course grade.

Step 1: Service Learning as Part of Inquiry

Service learning (SL) is a learning experience that combines experiential learning with community service. Although this term may be new to you, if you have ever served as a non-paid volunteer in the public sector (i.e., not a for-profit business), then the concept is not new at all. Service learning is a unique learning tool because it benefits the students and the community at the same time. First, it provides students with a valuable “hands-on” learning experience in a real-world setting. Common service learning sites include government agencies, non-profit organizations, human services and health service organizations that depend on volunteers to meet the needs of their clients and the community. This may be especially valuable to **Psychology majors**, many of whom will find future jobs and careers in these very same settings, thereby providing them with a valuable “realistic preview” of their future work environment and duties.

Second, students are able to make a valuable contribution to their community by offering their time and talents to needy individuals, worthwhile causes, social change initiatives, campus events, or other meaningful activities. This kind of citizenship and service activity is considered by many to be as important a part of a college education as traditional classroom learning experiences. Ideally, students learn the importance of becoming active, involved members of society, and also experience the personal growth and satisfaction associated with contributing to the greater good.

Our SL will allow us to learn experientially about the problem of food insecurity among college students by

volunteering at the Jamil Niner Student Pantry. You will be required to volunteer at the Pantry for a minimum of 4 hours during the semester. Please keep a record of what and where and when you complete your hours as you go. The purpose of this service work is two-fold: 1) to assist with the operations of the Pantry and 2) to learn first-hand about the problem of food-insecurity among college students. So, while you are there, please be sure to engage in Inquiry—observations, dialogue, questioning, listening, etc. that will help you learn more about the problem of hunger and food insecurity among college students and this information will be incorporated into your final inquiry paper, below.

Step 2: Research

Read assigned articles on Hunger and Food Insecurity among College Students and participate in class discussions. Conduct library and online research on the topic of hunger and food insecurity among college students. Focus on the causes, effects, and solutions to the problem.

Step 3: Final Inquiry Paper (Paper is worth 100 points and is due as your Final Exam on Dec. 12)

Write a 4 page paper that reflects on the Discovery process above and the conclusions that you derived from it. You should begin by stating the purpose of the discovery process: To learn more about the problem of hunger and food insecurity among college students. Next, you should describe the process of inquiry that you engaged in throughout the semester, including both processes used in steps 1 and 2 above. The majority of the paper will present the evidence/information gathered through the inquiry process (see rubric below) and all that you have learned about the problem of hunger and food insecurity among college students. Finally, summarize the conclusions that you have drawn about the problem of hunger and food insecurity among college students, and what you have learned about the inquiry process itself. You will receive a grade from me on the content of your paper and Prospect for Success Judges will also grade your paper (anonymously) and they are interested in the inquiry process itself—not the content. They will look for an open-ended approach to discovery that shows you are flexible and creative and that you have learned a dynamic process that will continue throughout the next 4 years, and beyond.

**Psychology Learning Community
Spring Semester
Second Course in Service Learning Sequence
LBST 2215: Citizenship & Service
Service Theme: Hunger & Homelessness**

Instructor: Kim Buch

Office: Colvard 4023 **Office Hours:** Before or after class, or by appointment

E-mail: kkbuch@uncc.edu

No required text; All required readings are posted on Canvas.

Course Goals

1. To provide continuity for the Psychology Learning Community through the end of members' first year through classroom and service activities.
2. To participate in a "service learning" process that links genuine community service to academic readings, discussions, and written reflections around the theme of "**hunger and homelessness.**"
3. To evaluate personal values, and reflect on the impact of your values and your actions on yourself, other people, and the world.
4. To make a difference in the human condition and provide real service to others.
5. To encourage and inspire a life-long commitment to service and social justice.

Course Topics and Reading List

- I. Introduction to Course

- A. Service expectations and Contract,
 - B. New Interdisciplinary Civic Minor, Guest speaker, Dr. Susan Harden
 - C. Office of Student Leadership & Engagement, Mr. Sean Langley
 - D. Reading: What are Service-Learning and Civic Engagement, Christine Cress
 - a. Developing Civic Capacity
 - b. Building & Maintaining Community Partnerships
 - E. Reading: Community Service Work, Robert Coles
- II. Introduction to Course Service Theme: Hunger & Homelessness
- A. Team projects (See attached)
 - a. Includes service project, group paper, and presentation
 - B. Individual Service Work
 - a. Service hours at site supporting theme
 - b. Service reflection papers
 - C. Hunger & Homeless Awareness Week
 - a. Participate in Campus-wide activities
 - D. Reading: See Poverty, Be the Difference, Donna Beegle, Selected chapters
 - E. Reading: Bridges out of Poverty, Payne, DeVol, & Smith, Selected chapters
- III. Personal Motives for Service: Meaning and Healing; Health and Well-Being
- 1. Reading: The Sources of Happiness, The Dalai Lama
 - 2. Reading: The Eighth (and Eleventh) Tuesday... Mitch Albom
 - 3. Reading: Pursuing Happiness, David Bornstein
 - 4. Reading: The Healing Power of Doing Good, Allan Luks
 - 5. Self-Assessment: Your Motives for Service,
 - 6. Paper 1: 3-4 page paper that summarizes and integrates the readings in this section, with personal reflection and links to service goals of the class.
- IV. Changing the Status Quo
- 1. Reading: The Lottery, Shirley Jackson
 - 2. Reading: Making our Lives Count, Paul Loeb
 - 3. Reading: Letter from Birmingham Jail, Martin Luther King, Jr.
 - 4. Reading, Filtering People
 - 5. Reading: Moving from Me to We, Craig & Mark Kielberger
 - 6. Reading: The Limits of Charity, David Hilfiker
 - 7. Paper 1: 3-4 page paper that summarizes and integrates the readings in this section, with personal reflection and links to service goals of the class.
- V. A Broader Definition of Service
- A. The Service of Everyday Life
 - 1. Reading: Three Wondrous Answers, Thich Nhat Hanh

2. Reading: My Story, Keith Taylor
 3. Reading: Kindness Cards www.helpothers.org
 4. Reading: Reprise: Walking Each Other Home, Ram Dass & Paul Gorman
- B. Service Careers, Majors and Minors
- a. Guest Speaker: University Career Center
- C. Service to Children and the Community
1. Reading: Standing up for Children, Marian Wright Edelman

Paper 2: 3-4 page paper on your personal definition of service, and how it's changed since the beginning of the class

Course Requirements and Grading

- Attendance, participation, and completion of course assessments expected and required
- Individual Service and Reflective Writing (50% of final course grade)
- Team Service Project and Presentation (50% of final grade)

DETAILS FOLLOW

Team Service Projects (Student Choice)

1. Team Project 1: Resource Central

There are many on and off-campus resources and services for students facing economic hardship, homelessness, and hunger and food insecurity (HFI). We know from research that most students are unaware of most services and resources; whether they are eligible for them; and how to access them. The purpose of this project is to research and compile a comprehensive list of services and resources on campus and the surrounding community, and to develop a plan for disseminating this list to the entire campus community. The list should be a resource for 1) potential students-in-need; 2) faculty and staff who may make referrals to students-in-need; 3) leaders and members of campus organizations who may raise awareness about the services and resources and who may volunteer and/or donate to support the services.

Team Action Items and Deliverables

1. Develop comprehensive list of all campus offices, departments, clubs, organizations, or programs that provide any type of service, resource, or support for target student population. The list should include name, brief description of service/resource/support offered, eligibility information (where relevant), location, and contact information. There will be DOZENS so be thorough!
2. Develop a similar list for the surrounding community (10 mile radius to campus), including services and programs provided by federal and state government (e.g., SNAP), county social services, and non-profit organizations in the target area.
3. Determine the best format(s) for compiling the lists (print, digital, social media, etc.) and prepare lists accordingly.
4. Create 1-page flyer containing the most important services, resources, and supports available to students-in-need, and distribute across campus (We will cover printing costs).
5. Develop and implement plan for disseminating the lists to 1) potential students-in-need; 2) faculty and staff who may make referrals to students-in-need; 3) leaders and members of campus organizations who may raise awareness about the services and resources and who may volunteer and/or donate to support the services. (NOTE: There will be copy costs which we will cover.)
6. Prepare a physical space, "Resource Central" in the Pantry where the physical lists, related literature and brochures, coupons, announcements, promotions, special deals, etc. can be shared and accessed by pantry clients. Be sure and include detailed information on Swipe Out Hunger free meals and how to utilize.

7. Contact all university departments and campus organizations and clubs via email to make them aware of JNSP, SOH, and Campus Kitchens, and ask them to support these causes through donations, meal swipes, and volunteering. (I will assist with the email, but the team needs to make the list and send it.
8. Hold tabling events (minimum 2) in SoVi and Crown to promote SOH.

Team Process

1. Each team will develop a Team Plan for accomplishing above, including who, what, when and how.
2. Each team will develop a plan for communicating and coordinating among team members, and managing team success.
3. Each team will select a leader (required) and any other team roles they feel are needed for team success.
4. Each day at the Pantry (bi-weekly), the team members not serving clients will hold team meetings in the conference room for team planning and work. At the beginning of each team meeting, the team leader will review and report progress, needs, assignments, etc., to team and Dr. Kim. The rest of class period can be used for team planning and work, as decided by the team. On days not at the pantry, teams will use class time to carry out their team plan. All work logged toward team project (a minimum of 2 hours each week, for a total of 30) must occur OUTSIDE of class time.
5. Team will also work together to create team presentation and recommendations report.
6. All team members will complete a team member rating form evaluating each individual's contributions to the team project.

2. Team Project 2: Pantry Blue Apron

Research has shown that many clients at the food pantry (and students in general) lack general knowledge on nutrition, shopping, and meal planning. Many clients also do not know how to select and use foods available at the pantry to prepare culturally appropriate (including plant-based), healthy and tasty dishes and meals.

Research suggests that this is one reason why some students-in-need do not utilize the Pantry, and why some who do are not able to optimize the pantry's products.

Team Action Items and Deliverables

1. Read article about Recipe Meal Kits Project at NC State

https://www.food-management.com/colleges-universities/nc-state-launches-recipe-kits-food-insecure-students?NL=FM-01&Issue=FM-01_20181207_FM-01_588&sfvc4enews=42&cl=article_1&utm_rid=CPG06000001132557&utm_campaign=27498&utm_medium=email&elq2=f0daa8ef78fc48b69913feb806dc288d

2. Conduct needs assessment of pantry clients to find out their eating patterns and food preferences and needs, including favorites offered and requests for items not offered. Could be very brief survey or questions asked during intake or check out process.
3. Consult with Chartwells dietician and pantry partner Lindsey Klingenschmidt (klinge1@uncc.edu) to ensure healthy menus and culturally appropriate recipes.
4. Conduct "Spice Drive" to gather donations of spices used in common recipes.
5. Select recipes and prepare cards for inclusion in meal kits. Be sure and have recipes that can be made completely or nearly from pantry-available items.
6. Prepare meal kits and distribute during Tuesday open hours. Keep track of numbers offered, favorites, client feedback, etc.
7. Hold at least 3 "Tasting Tuesdays" when you hold cooking demonstrations using the meal kits during open hours (Lindsey has volunteered to assist with this as well). (We can purchase needed food items)
8. Hold tabling events (minimum 2) in SoVi and Crown to promote SOH.

Team Process

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2. Each team will develop a plan for communicating and coordinating among team members, and managing team success.
3. Each team will select a leader (required) and any other team roles they feel are needed for team success.
4. Each day at the Pantry (bi-weekly), the team members not serving clients will hold team meetings in the conference room for team planning and work. At the beginning of each team meeting, the team leader will review and report progress, needs, assignments, etc., to team and Dr. Kim. The rest of class period can be used for team planning and work, as decided by the team. On days not at the pantry, teams will use class time to carry out their team plan. All work logged toward team project (a minimum of 2 hours each week, for a total of 30) must occur OUTSIDE of class time.
5. Team will also work together to create team presentation and recommendations report.
6. All team members will complete a team member rating form evaluating each individual's contributions to the team project.

Reflective Writing Assignments

All assignments must be submitted on Canvas by the due date. Preparing Written Assignments

All writing assignments are to be typed in 12-point font, double spaced, and printed on 8 ½ x 11 paper with 1-inch margins. Place name and assignment title at top of paper. Your writing should demonstrate a working command of the English language, including correct grammar, spelling, punctuation, and sentence structure. Style will also be considered in grading; you are expected to express your thoughts succinctly and clearly and to edit your work prior to submitting it. Content will also be evaluated, and will be based on the extent to which you adequately address the assigned points/issues/etc. A written rubric for each writing assignment will be provided.

Academic Integrity Policy. Students have the responsibility to know and observe the regulations of the "The UNC Charlotte Code of Academic Integrity". The Code forbids cheating, fabrication, or falsification of information. Multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. All instances of academic dishonesty will be prosecuted to the fullest extent. Penalties for academic dishonesty may range from a grade of F in an assignment or course to expulsion from the university. Students are expected to report cases of academic dishonesty to the course instructors. For full policy, see <http://integrity.uncc.edu/>

PLC Diversity Statement. The PLC is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to our learning environment, thereby enriching the community and improving opportunities for human understanding. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

University Food Insecurity Statement. Food insecurity is defined by the USDA as “a lack of access to enough food for an active, healthy life.” Food insecure categories include: reduced caloric intake, reduced food quality, lack of variety in diet, disrupted eating patterns, and hunger.

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC Charlotte offers assistance to students facing food insecurity through an on-campus food pantry. The Jamil Niner Student Pantry (JNSP) is located on the east edge of campus at 1224 John Kirk Road. It has regular hours which may change from semester to semester; please see the website at <https://ninerpantry.uncc.edu/> for schedule and details on its services, as well as resources about hunger and food insecurity among college students.

University Disabilities Statement. “If you have a disability that qualifies you for academic accommodations, please provide a letter of accommodation from Disability Services in the beginning of the semester.” Please see me if you have any questions about Disabilities Services, or how you can take advantage of them.

University Religious Accommodations Policy. UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student’s religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. An accommodation request imposes responsibilities and obligations on both the University and the student requesting the accommodation. Please see full policy statement at <https://legal.uncc.edu/policies/up-409>

Classroom Etiquette Policy

- No texting or open laptops in class
- Arrive on time with assigned classroom materials
- Listen courteously while others are speaking and contribute freely during discussions