

Project Design Protocol – Brainstorming Form

A) This part of the document is designed to walk you through the process of designing and incorporating a SL component into your course:

1) Which of my courses, if any, is a good candidate for SL?

2) With which organizations, agencies or companies in this community would you consider partnering for this SL course?

3) Identify at least three elements for the successful operation of community-university partnerships.

4) Discuss your ideas with the Director of Service Learning, and give them the names of the potential partners

B) Syllabus Analysis

1. Using the list of the student learning outcomes based on the Blinn Master Syllabus for this course, identify one or more outcomes which could directly relate to a SL activity.
2. Your course syllabus should include a description of this learning outcome

3. Make sure that your course already has an activity to develop this competency (which is an in-class activity and will constitute the optional activity to the SL action.) Both this activity and the SL project should be listed in the tentative schedule for the course syllabus.
4. How do you currently assess that in-class activity, and what percentage of the grade does it count for?
5. What will be the optional SL project? (Please note: the SL activity should take about 10 hrs. from the planning to the reflection point.)
6. How will you help the students make a connection between the experience and the learning that has occurred (reflection), and how will you recognize the value of the activity in the classroom?
7. How will you assess the optional SL activity? (it should count for the same percentage of the in-class activity.)

(Adapted from Integrating Civic Responsibility into the Curriculum, Gottlieb, K. & Robinson, G., Community College Press, AACC, Washington DC, 2002)

C) Sample Project Designs

Campus Compact Syllabi Examples by discipline:
<https://compactnationforum.org/resources/>