

Spirituality and Homelessness: A Service Learning Externship

(LL 302) Course Syllabus

(NOTE: THIS IS A HYBRID COURSE)

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GENERAL INFORMATION

Faculty: Karl Nass, M.C.P., (773) 325-1195, knass@depaul.edu

Location: Loop Campus & Online (Hybrid)

Winter Quarter Dates: January 7 - March 18

In class: Mondays, 5:45-9:00 p.m., Weeks 1,2,4,6,8,10

Online: Weeks 3,5,7,9,11

Credit Hours: 4

COURSE DESCRIPTION

This course will examine the broad issue of homelessness by providing students the opportunity to reflect upon a 18 hour service learning experience at a community-based organization that serves the homeless population in Chicago. Students will explore what can be learned about themselves as reflective practitioners, service learners, and spiritual human beings when reflecting upon this experiential learning process. Through the class discussions, assigned readings, invited speakers, and journal assignments, students will reflect on their own beliefs and perceptions of homelessness and analyze the history, causes, and policy associated with this societal problem. **This is a HYBRID course; class meets in-person at the Loop campus on Weeks 1, 2, 4, 6, 8, 10.**

FACULTY BIOGRAPHY

Karl Nass is the Director of Vincentian Service & Formation in the Division of Mission and Ministry at DePaul University. He is finishing his Master's in Pastoral Studies at Catholic Theological Union in Hyde Park. He completed his Master's in City Planning from the University of Pennsylvania in 1998, and he earned his Bachelor's of Arts in Economics from the University of Notre Dame in 1993. He engaged in post-graduate research and service in Santiago, Chile from 1994-1996, and he was the Director of the Philadelphia Higher Education Network for Neighborhood Development (PHENND) from 1998-1999. He lives in the Roger's Park neighborhood in Chicago with his wife and family.

COURSE RESOURCES

Required:

See Modules 1-11.

COURSE COMPETENCES

In this course, you will develop the following competence:

| Competence | Competence Statement |
|------------------------------|---|
| LL-11, Externship | Can reflect on one's own service learning experience and perceptions regarding homelessness and integrate the critical reflection and subsequent research, class discussions, and course readings into a final project. |
| LL-7, L-10, Externship | Can reflect on the learning process and methods used in an experiential project. |

LEARNING EXPERIENCE

Service Learning Experience: Students will dedicate 18 hours of service, spanning over at least 6 weeks, to a community-based organization that both serves a homeless population in Chicago and is partnering with DePaul's Stean's Center for Community-based Service Learning.

Written Journal: Students will be required to complete a bi-weekly journal describing your perceptions, feelings, and ideas about your experiential learning process.

Required Reading: There are readings that will be assigned on a weekly basis. Students are expected to read the assigned portions.

Invited Guest Lecturers: Speakers dedicated to addressing the problem of homelessness at the community, government, or university level have been invited to present their work and participate in class reflection and discussion.

Attendance and Participation: Regular attendance is required. Students must inform the instructor of any anticipated or emergency absences. Students who miss more than two classes will be mandated to drop the course. I ask that students arrive on time and stay the entirety of the class session. Students will be expected to engage in small and large group reflective discussions that focus on the students' service learning experience, assigned readings, guest lecturers, or written journal work.

Final Project: All students will complete a final critical reflection paper of no more than 6 page as well as a 4-6 minute oral presentation to the class.

EVIDENCE TO BE SUBMITTED

All students will:

- Submit a reflective journal on a bi-weekly basis that reflects on your experiential learning process as well as weekly written service site check-ins.
- Submit a final paper of no more than 6 pages due at the end of the quarter. The paper will demonstrate the student's experiential learning derived from the service learning project, readings, class discussions, research, and journal work.
- Submit all written assignments that follow the accepted practices of standard English grammar and usage. The paper and journal should be typed and double spaced. Students can reference the Writing Guide for SNL Students (www.snل.depaul.edu/writing) with any questions about standards or resources for writing.
- Uphold the University's guidelines concerning academic integrity. These may be found in the DePaul [Student Handbook](#).

Criteria for Assessment

The assessment will strive to embody the four qualities of clarity, integrity, flexibility, and empathy. This class is a Pass/Fail course. In order to pass, students are required to:

- Fulfill the attendance requirement and service learning hours at the selected site.
- Complete a journal entry for each visit to your service site. Student reflective journals must follow the format and guidelines distributed at the second course session. Additionally, students will submit weekly written service site check-ins.
- Participate in reflective conversations with other members of the class that focus on their service learning experience, assigned readings, guest lecturers, or written journal work.
- Complete a final project of two parts:
 - A **critical reflection paper** of no more than 6 pages due at the end of the quarter. The paper will respond to an assigned question and follow guidelines that will be posted on D2L during Week 5. The paper will be an exercise of critical reflection upon the

student's service learning project, readings, class discussions, research, and journal work.

- A **4-6 minute class presentation** that can be made alone or in collaboration with another class member based on your critical reflection paper. Creativity is highly encouraged!
- All liberal studies (SNC) courses are set to allow you to only receive letter grades, rather than pass/fail. However, you may request Pass/Fail grading instead.
- If you decide to request a Pass/Fail option, you need to send an email to SNLregistration@depaul.edu and knass@depaul.edu **before the 3rd week of the term** so that this option can be added to the course.

SNL GRADING POLICY FOR LIFELONG LEARNING COURSES

In certain SNL courses in the Lifelong Learning Area of the BA curriculum, instructors regularly use the pass/fail grading system. However, SNL also offers students the opportunity in several of these courses to select a "Grading" option where grades A through C- represent passing performance. The faculty member and the individual student together decide which system will best promote the student's learning in that particular course. With no exceptions, a student must obtain permission from the instructor to use the grade option by the beginning of the third week of the quarter. After the third week of the quarter the assessment style agreed upon, whether pass/fail or grading, cannot be changed. The instructor is required to provide the student the specific assessment criteria by which a grade will be determined prior to the student officially selecting this option. Grading criteria shall appear in the syllabus along with pass/fail assessment criteria.

Pass/Fail Exclusions

You may not use the Pass/Fail grading option if you are using this course to meet Liberal Studies Program (LSP) requirements. Likewise, if this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.

Lifelong learning courses that already employ a grading system such as *Quantitative Reasoning* and *Collaborative Learning* will continue to use this system. The Lifelong learning courses *Learning Assessment Seminar*, *Foundations*, and *Summit Seminar* will continue to employ the pass/fail system exclusively. This policy applies to the other lifelong learning competencies and courses including, *Writing to Competence*, *Critical Thinking*, *Research Seminar*, and *Externship*. The pass/fail policy and procedure of the university found in the student handbook should be followed where a student wishes to seek this option for a graded course.

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POLICIES

DEPAUL UNIVERSITY ACADEMIC INTEGRITY POLICY

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your [Student Handbook](#) or visit <http://www.depaul.edu/university-catalog/academic-handbooks/Pages/default.aspx> for further details.

DEPAUL UNIVERSITY INCOMPLETE POLICY

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). See the Incomplete Grade Contract Form (http://snl.depaul.edu/WebMedia/StudentResources/incomplete_contract.doc).

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

FOR STUDENTS WHO NEED ACCOMMODATIONS BASED ON THE IMPACT OF A DISABILITY

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu

Center for Students with Disabilities

Loop Campus - Lewis Center #1420 - (312) 362-8002

Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

PROTECTION OF HUMAN RESEARCH PARTICIPANTS

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

RESOURCES AND INFORMATION FOR SNL STUDENTS

DePaul provides information, resources, opportunities, and support for SNL students' various interests and needs. To learn more, please speak with your SNL advisor or mentor and visit the following websites:

SNL Student Resources: <http://snl.depaul.edu/StudentResources/index.asp>

SNL Policies and Procedures: <http://snl.depaul.edu/StudentResources/Policies/index.asp>

SNL Student Association: <http://snl.depaul.edu/StudentResources/Policies/index.asp#SNLSA>

Adult Student Affairs: <http://studentaffairs.depaul.edu/adultstudentservices/>

Dean of Students: <http://studentaffairs.depaul.edu/dos/>

Office of Veterans Affairs: <http://studentaffairs.depaul.edu/va/>

DEPAUL WRITING CENTER

What is the Writing Center?

One of the most important resources available at DePaul is the DePaul University Center for Writing-based Learning (UCWbL). The Writing Center, which is part of the UCWbL, is open to all DePaul students who would like to discuss or review their writing. You can use this service to discuss your assignments for any class, as well as non-academic writing projects like resumes and application essays. The Center has two full-time offices, Library Outposts at the Lincoln Park and Loop campuses, suburban campus writing groups, and online services that include Quick Questions, Feedback-by-Email, and IM conferencing (with or without a webcam). All writing center services are free. Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

What kinds of help does the Writing Center offer?

You determine the direction of the sessions. Tutors will help you understand your assignment and develop your paper's topics, thesis, and ideas. They can show you how to revise your paper and can teach you basic writing skills such as grammar, mechanics, summarizing, and paraphrasing. A tutor can also help you find, narrow, and support your thesis with prewriting exercises and by talking through your ideas to get started. Although tutors will help you with grammatical difficulties, tutors will not proofread your paper for you or speculate on what grade you might receive on that paper. Obviously, the tutors can't be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

When should I use this service, and what should I bring?

The best way to use this service is to schedule your appointment with enough time to think about and use the feedback you'll receive. Always bring your assignment sheet, your paper or working draft (if you have one), and any source materials, such as an essay or book to which you are responding. If you have copies or drafts of a paper, bring your flash drive. During the session, expect to answer questions from your tutor about your paper topic, your writing process, or other issues regarding your assignment.

How do I request help?

When possible, the Writing Center accepts walk-in requests, but the best way to line up help is to use the Center's online scheduler, which confirms appointments in real time. You may schedule standing weekly appointments or schedule appointments (30 or 50 minutes) on an as-needed basis, scheduling up to 3 hours worth of appointments per week.

Links and Locations

- Loop Campus Office: 1600 Lewis Center, 312.362.6726
- Lincoln Park Office: 250 McGaw, 773.325.4272

For more information - as well as online scheduling and writing resources - visit: <http://www.depaul.edu/writing/>

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