

Entomology Outreach & Service-Learning

ENTO 3900 SPECIAL PROBLEMS

Spring 2009

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COURSE DESCRIPTION

This course provides an overview of entomology outreach and service-learning. Students will participate in a guided study and practice in developing entomological educational programs for the public (mostly children) in the Athens/Atlanta area, which includes identifying needs, establishing objectives, as well as designing and evaluating entomological educational programs. Students will work closely with the H.O. Lund Entomology Club organizing and participating in outreaches with the Insect Zoo throughout the semester. www.ent.uga.edu/insectzoo

COURSE OBJECTIVES

This course is designed to facilitate a partnership between the community and the Department of Entomology. Students enrolled in this course will spend significant time in local schools and community organizations hosting entomological programs. From this, the following goals are sought:

- ▶ Improve the science experiences and science content knowledge of UGA and Athens students through hands-on science programs.
- ▶ Provide experiences for students and teachers that will bring about more positive attitudes about science.
- ▶ Develop a sense of community involvement for UGA students that will continue after graduation.
- ▶ Promote science knowledge in a positive way to the community, students, and teachers.
- ▶ Enhance the communication and leadership skills of UGA students.

Your participation in this program is what will allow these goals to be met.

COURSE EXPECTATIONS AND REQUIREMENTS

Spending time at outreaches

Students must devote a minimum of 2 hours per credit hour enrolled each week to outreach and service-learning activities. This may include planning, preparing, commuting, and facilitating the outreaches. This does not include class-time.

Please note you are expected to have 10 “contact” outreach hours (hours outside of the classroom) per credit hour enrolled over 13 weeks. This is roughly 1-3 hours a week.

3 CR – 30 hours

Weekly Reflection

Each class will begin with a student report of the previous week's outreach activities. During this time, students will share and discuss experiences and receive help with outreach or teaching ideas.

Journals & Weekly Written Assignments

Students will submit journals and weekly written assignments according to the schedule provided (roughly one/week). It is expected to be thoughtful and reflective. There will be questions assigned to guide your weekly written entries. See *Journals & Weekly Assignments*.

Reflective Summary of Experience

You will submit a Reflective Summary of Experience at the end of the semester. Guiding questions will be provided to help you structure the final summary. Summaries can be in any media (pictures, video, audio, poems, collages, etc.).

Service-Learning Project

Each student will participate in a service-learning project with our community partner, Classic City High School. The specific project will be decided and implemented by the students with guidance from the instructors.

UGA Presentation/Outreach

Near the end of the semester you are expected to make a short presentation of your work in Entomology Outreach & Service-Learning to one of the UGA student club meetings. This does not have to be lengthy, but should inform your peers of what we are accomplishing in the community. Ideally, this will work as somewhat of a recruitment tool for the following semester. You will need to turn in an artifact (handout, brochure, etc.) of this presentation. This 10% of your grade is an all-or nothing area. I will speak more about this toward the midpoint of the semester.

GRADING

1. Submit 10 of possible eleven journals & written assignments.
2. Submit reflective summary of experience.
3. Facilitate outreaches in the community as stated in the expectations and requirements.
4. Attend and participate in class (Make sure to "sign in" each class).

GRADE APPORTIONMENT

Journals & Written Assignments	200pts
Summary Reflection	250pts
Outreach Hours	300pts
UGA Presentation/Outreach	150pts
Overall Professionalism and Participation	<u>100pts</u>
Total	1000pts

Entomology Outreach & Service Learning
ENTO 3900
Organizational Calendar Spring 2009

Due Dates	Journal for 1 st Timers	Journal for 2 nd Timers	Journal for 3 rd Timers	Agenda
1/12	1 st Day of Class	1 st Day of Class	1 st Day of Class	Syllabus
1/26	#1 Due - Favorite and least favorite teachers	# 1.1 Due - Research/Write about varying teaching methods	#1.2 Due - What is your preferred teaching/learning method?	Reflection
2/2	#2 Due - What is service-learning?	#2.1 Due – How can service-learning be incorporated into the university curriculum?	#2.1 Due - Specifically how can service-learning be incorporated into the K-12 curriculum? What steps should teachers take to make this happen?	Reflection
2/9	#3 Due - Facts and myths about insects	#3.1 Due – Describe common misperceptions the community has about insects.	#3.2 Due - Describe common misperceptions you have encountered that the community has about universities or college students	Reflection
2/16	No Journal	No Journal	No Journal	Reflection Zach Lemann
2/23	#4 Due - Free Write	#4.1 Due - Free Write	#4.2 Due - Free Write	Reflection Insect Zoo One Minute Paper
3/2	#5 Due – Describe the tri-fold mission of UGA. Have been exposed to all of these as an undergraduate? Do you feel you should?	#5.1 Due - What is a Land-Grant Institution and describe associated legislation. Name three (3) Land Grant Institutions in the southeast.	#5.2 Due - What is the history of the Cooperative Extension Service and describe it currently in Georgia?	Reflection Insect Zoo
3/16	#6 Due - Visit Center for Leadership & Service list 3 organizations that interest you & describe UGA linking service-learning projects.	#6.1 – List three national professional organizations you are or could be involved with that interest you and your goals for being involved with them.	#6.2 Due - Think of a potential service-learning project you could propose to your national professional organization that could be accomplished or implemented at a national meeting.	Reflection Insect Zoo
3/23	#7 Due - Utilize UGA Libraries or other electronic journals to summarize two service-learning journal articles. .	#7.1 Due - Find and summarize two service-learning journal articles in your field	#7.2 Due - Describe and write about the importance of sustainability & evaluation in Service-Learning.	Reflection Insect Zoo
3/30	No Journal	No Journal	No Journal	Reflection Insect Zoo
4/6	#8 Due - Grants	# 8.1 Due – Grants in your field.	#8.2 Due - Write 2 page proposal for a grant of your choosing with a related service-learning project.	Reflection Outdoor Classroom
4/13	#9 Due – Importance of Reflection & Mutual Benefits in SL	#9.1 Due - Importance of logical and creative thinking in SL	#9.2 Due - Describe and write about the importance of communication and relationships in SL	Reflection Outdoor Classroom
4/20	#10 Due – Critical Thinking	#10.1 Due – Critical Thinking in your daily life	#10.2 Due - Describe and define dialogue. Do you participate? How could you participate more?	Reflection Outdoor Classroom
4/27	LAST DAY OF CLASS	LAST DAY OF CLASS	LAST DAY OF CLASS	
FINAL	Final Summary Reflection Due (Refer to guiding questions)	Final Summary Reflection Due (Refer to guiding questions)	Final Summary Reflection Due (Refer to guiding questions)	

***All topics are tentative. Student needs drive the reflection meetings. This list may change based on journal entries or student questions. ***

JOURNALS & WEEKLY WRITTEN ASSIGNMENTS SPRING 2009

You are responsible for submitting journals and weekly written assignments according to the dates outlined on the organizational calendar. Please include the journal number and your name on all submissions in order to receive full credit.

Journal Entry #1: Describe, using metaphors and similes, your favorite and least favorite teachers.

Journal Entry #1.1: Research and write about two (2) teaching methods (pedagogies) utilized in higher education. Discuss positive and negative aspects of each.

Journal Entry #1.2: What is your preferred teaching/learning method? Discuss and be prepared for a 5 minute presentation demonstrating this method on a topic of your choosing.

Journal Entry #2: What is service-learning? What are the critical components? Why is it important? List three examples of service-learning projects from three different disciplines.

Useful Service-Learning Websites

Campus Compact - <http://www.compact.org>

The National Service-Learning Clearinghouse - <http://www.servicelearning.org>

National Society for Experiential Education - www.nsee.org

Michigan Journal of Community Service Learning - <http://www.umich.edu/~mjcsl>

The University of Georgia Office of Service-Learning - <http://www.servicelearning.uga.edu/>

UC Berkeley SL & Civic Engagement - <http://gse.berkeley.edu/research/slrdc/resdirectory/#>

National Youth Leadership Council - <http://www.nylc.org/index.cfm>

Journal Entry # 2.1: Specifically how can service-learning be incorporated into the university curriculum? What steps should faculty members take to make this happen?

Journal Entry # 2.2: Specifically how can service-learning be incorporated into the K-12 curriculum? What steps should teachers take to make this happen?

Journal Entry #3: Use the web (or any other sources) to find interesting facts and myths about insects and arthropods in our Insect Zoo. http://www.ent.uga.edu/insectzoo/live_exhibits.html
Be prepared to pick your favorite and share with the class.

Journal Entry #3.1: Describe common misperceptions you have encountered that the community has about insects.

Journal Entry #3.2: Describe common misperceptions you have encountered that the community has about universities or college students.

Journal Entry # 4 & 4.1 & 4.2: Free Write

Journal Entry # 5: Describe the tri-fold mission of UGA: Research, Teaching and Outreach. Do you feel you have been exposed to all of these as an undergraduate? Do you feel you should be exposed to all of these as an undergraduate? 3/2

Journal Entry # 5.1: What is a Land-Grant Institution and describe associated legislation. Name three (3) Land Grant Institutions in the southeast. 3/2

Journal Entry #5.2: What is the history of the Cooperative Extension Service and describe it currently in Georgia? 3/2

Journal Entry #6: Visit UGA's Center for Leadership & Service website <http://www.uga.edu/cls/>, specifically the resource section for service, and list three organizations that interest you. Describe some potential service-learning projects linking these organizations and their needs with UGA students, classes, or departments. 3/16

Journal Entry #6.1: List three national professional organizations you are or could be involved with that interest you and your goals for being involved with them. 3/16

Journal Entry #6.2: Think of a potential service-learning project you could propose to your national professional organization that could be accomplished or implemented at a national meeting. 3/16

Journal Entry #7: Utilize UGA Libraries <http://www.libs.uga.edu/> and Galileo Databases or other familiar electronic journals to find and summarize two service-learning journal articles. Print and bring articles to class. Prepare a one page summary (max.) for each article. When structuring your summary include these components: *Introduction and Background, Data/Participants/Methods, Findings/Results Section, Discussion/Conclusions Section.* 3/23

Journal Entry #7.1: Find and summarize two service-learning journal articles in your field. Prepare a one page summary (max.) for each article. When structuring your summary include these components: *Introduction and Background, Data/Participants/Methods, Findings/Results Section, Discussion/Conclusions Section.* 3/23

Journal Entry #7.2: Describe and write about the importance of sustainability & evaluation in Service-Learning. 3/23

Journal Entry #8: Visit Grants.gov <http://www.grants.gov/> and identify three grants that we qualify and could apply for. Describe each grant (agency, \$, deadline, etc.) and suggest potential service-learning projects.

Suggestions for search by category:

Teaching & learning, science education, service-learning, cooperative learning, experiential learning, higher education/community partnerships, participatory action research, etc.

Suggestions for search by agency:

DOE, USDA, NSF, NIH, National & Community Service, EPA, etc. 4/6

Journal Entry #8.1: Visit Grants.gov and identify three grants **in your field** you could apply for. Describe each grant (agency, \$, deadline, etc.) and suggest potential service-learning projects. 4/6

Journal Entry #8.2: Write 2 page proposal for a grant of your choosing with a related service-learning project. Include the following components: 4/6

The Abstract

Statement of Need

Project Description

Goals & Objectives

Activities & Timeline

Evaluation

Budget

Journal Entry #9: Describe and write about the importance of reflection & mutual benefits in Service-Learning. 4/13

Journal Entry #9.1: Describe and write about the importance of logical and creative thinking in Service-Learning. 4/13

Journal Entry # 9.2: Describe and write about the importance of communication and relationships in Service-Learning. 4/13

Journal Entry #10: What does it mean to be a critical thinker, writer, observer, citizen? Can critical thinking be learned? Explain. Give me examples of each and references to support your argument. Utilize primary and secondary references as well as websites. 4/20

Journal Entry #10.1: Do you practice critical thinking in your daily life? How could you incorporate it more? 4/20

Journal Entry #10.2: Describe and define dialogue. Do you participate in dialogue? How could you participate more? 4/20