

Fall 2008 Service-Learning Courses

In general, service-learning courses require Loyola students to spend at least 20 hours/semester in service to the broader community. This service may be direct (e.g. students serve as volunteers at an organization) or indirect (e.g. students complete community-defined projects on behalf of an agency). Students' service experiences help them to think critically about course topics, understand the complexity of various social problems, and develop transferable skills and pre-professional experience in a "real world" setting. In many courses, instructors will recommend students to particular agencies whose area of focus is especially appropriate to course materials. Students can also work one-on-one with the staff of the Center for Experiential Learning to help identify appropriate community partners for their academic, personal, and professional goals.

The following is a list of Fall, 2008 semester service-learning courses. Consult LUC.edu/experiential for the most current course listings.

CIEP 104 / MATH 147: Math for Teachers I

Students study geometry, measurement, data analysis and probability, and then experience the challenges of teaching these by tutoring middle school students in math at area Chicago Public Schools. (CORE) *CIEP 104-001* (#2990) / *MATH 147-002* (#2515) or *CIEP 104-002* (#3558) / *MATH 147-003* (#4313)

CIEP 206 / ENGL 206: Children's Literature

Participants will read and discuss a wealth and variety of books for children and adolescents. Applications for uses in the classroom will be explored by working directly with students at an area elementary school. *CIEP 206-001* (#2993) / *ENGL 206-001* (#4314)

CMAN 380: Community Health

The role of community health nurses in caring for specific populations is described and experienced as students complete over 80 hours of clinical experiences in a variety of community settings, including clinic-based, home-based, and community health fair settings. (Senior nursing students only.) *CMAN 380-001* (#1603)

CMUN 224: Organizational Communication

In this entry-level course, student teams work with a non-profit organization that has a communication issue, problem, or opportunity. The students do research and formulate and present their recommendations. *CMUN 224-202* (#5508)

CMUN 254 / WSGS 208: Communication, Language, & Gender

Explore key issues among language practices, cultural socialization and gender construction through classroom instruction and engaged learning experiences teaching language/literacy skills at a community organization. (Prerequisite: CMUN 150 or 160) *CMUN 254-001* (#5344) / *WSGS 208-001* (#5610)

CMUN 315: Advanced Reporting

Students experience the challenges of writing complex stories and work with community partner organizations to produce "Mosaic," an award-winning social justice magazine (LUC.edu/orgs/mosaic). (Prerequisite: CMUN 150/160, 271) *CMUN 315-201* (#2079)

CMUN 317: Advanced Public Relations

Students learn about public relations by analyzing actual public relations cases. Teams work on a more complex or challenging public relations or communication problem or issue facing a non-profit. *CMUN 317-201* (#3310)

CMUN 352: Public Service Communication

Students analyze current issues and advocacy campaigns, define ethical communication and social responsibility, and develop a public service campaign for an area non-profit organization. (Prerequisite: CMUN 265) *CMUN 352-201* (#2082) or *CMUN 352-202* (#5392)

CPSY 342: Identity & Pluralism

Students examine theory and research on the role of culture in identity development, think critically about issues of race, class, culture, and gender, and analyze how these issues play out in schools and school systems. *CPSY 342-001* (#2124) or *CPSY 342-002* (#2125)

ENGL 393 / HONR 290: Teaching Literacy to Adults

Students tutor on one or more weeknights from 7 - 9:30 PM during the fall and spring semesters at the Loyola Community Literacy Center (6576 N. Sheridan Road), an outreach project to the Rogers Park community. No previous tutoring experience necessary. For more info, contact Jackie Heckman at jheckma@luc.edu. *ENGL 393-01S* (#3185) or *ENGL 393-02S* (#3186)
Honors: HONR 290-01H (#1138) or *HONR 291-01H* (#1140)

HSM 110: Health Care in America

An intro to the United States healthcare system, open to all undergrads. Many students use the course to discern their interest in healthcare-related careers. Students in the class will work with a targeted community partner agency on agency-defined projects and community-based research initiatives to document systemic issues. *HSM 110-001* (#3446)

HSM 220: Aging in America

Students examine the impact of the aging population on the healthcare system and their unique health needs. Emphasis on options for long term care, treatment of chronic illness, and stereotypes. Students serve at one of several community partner organizations to inform their discussion of these issues. *HSM 220-001* (#4259)

HSM 320: Health Care Program Planning & Evaluation

Students will become familiar with the theory and methods used to collect and analyze health care data in order to improve clinical outcomes and the quality of care, and obtain concrete experience in these areas by assisting with ongoing evaluation at an area community organization. (Pre- or co-requisite: GNUR 360) *HSM 320-001* (#5318)

HSM 340: Health Care Leadership & Policy

This course introduces the student to models for analyzing health care policy in the U.S. Leadership, motivation, and cultural theories will be explored. Values and preferences for making social choices within a pluralistic society are considered. Students deepen their understanding of these issues through involvement at an area healthcare organization (can be same as for HSM 320). *HSM 340-001* (#5320)



PHIL 177: Aesthetics (Writing Intensive, CORE)

PHIL 310: Issues in Human Nature: Aesthetics

These courses frame aesthetics through a semester-long focus on memoir. Students will learn about the philosophy of memoir through lectures and discussions, train in interviewing techniques, then interview retired sisters living in the Wright Hall community on Sheridan Road, write about them in memoir form, and present the results to the community as gifts. For more info, see instructors' website, <http://kathyanddan.org>.
 PHIL 177-01W (#5121); PHIL 310-002 (#5163)

PHIL 184 / BIET 184: Health Care Ethics

This course reflects on the ethical topics of health care while simultaneously considering the notion of vocation or calling. Reflection in the course will be enhanced by service at a community partner site focusing on health care. (CORE)
 PHIL 184-007 (#5556) / BIET 184-007 (#5557)

PSYC 372: Psychology & Law

This course introduces students to the areas of overlap between psychology and law in the context of social justice, including topics such as repressed memories, eyewitness testimony, jury selection, the insanity defense, etc. Students complement their studies by serving at agencies which deal with crime prevention, victims' services, or legal aid. (Prerequisite: PSYC 101) *PSYC 372-002 (#3983)*

PSYC 390: Internship in Human Services

Advanced psychology students are placed in relevant social service agencies, such as adolescent crisis centers, nursing homes, homeless shelters, hospitals, and mental health facilities for a minimum of 100 hours/semester. They prepare a portfolio integrating their experience with the major. (Capstone; prerequisites: PSYC 304, 306, senior psychology major; dep't approval) *PSYC 390-01S (#1673)*

PSYC 392: Internship in Applied Psychology

As above; placements are in mental health, applied developmental and industrial settings. A written research report is required of all students. (Capstone; prerequisites: PSYC 300, PSYC 306, senior psychology major, dep't approval)
PSYC 392-001 (#3953)

SOCL 335 / PLSC 335: Urban Semester Seminar

Students understand and address inequities in urban communities and identify avenues of leadership and civic engagement in contemporary cities while contributing to ongoing CURL-sponsored community-based research projects. (Prerequisite: Junior or senior standing; CORE) *SOCL 335-001 (#1906) / PLSC 335-001 (#2530)*

SOWK 200: Intro to Social Work (Online section)

Open to all undergrads as an elective; required of SOWK students. Students frequently take course to learn about social work and decide whether they want to be a major. Service at area social services agency enhances students' exploration of social work as a profession.
SOWK 200-003 (#4529)

SOWK 301: Social Work Methods I

An overview of social work intervention practices, skills, and activities, using classroom and experiential learning to enhance professional development. A full semester of volunteer experience in a social agency is required. (Prerequisites: SOWK 200; junior standing)
SOWK 301-001 (#5034)

SOWK 361: Youth Development I: Understanding and Developing Effective Mentoring Relationships

The first in a sequence of two innovative courses focused on helping undergraduates understand, implement, and rigorously reflect on the experience of developing mentoring relationships with diverse urban youth in the Chicago community. Students will partner with Big Brothers/Big Sisters to mentor a young person at one of two Chicago schools. (Instructor permission required: contact Julia Pryce at jpryce@luc.edu for interview.)

STEP (Solutions to Environmental Problems): Biodiesel

STEP: Advanced Biodiesel

Students reduce waste and emissions of carbon dioxide and other pollutants by transforming waste vegetable oil from LUC cafeterias into biodiesel, a renewable fuel, in a course that integrates lecture, hands-on laboratory work, discussions of current research, and community-based team projects. Cross-listed under BIOL, CHEM, CMUN, ESP, PLSC, and SOCL. (Instructor permission required: contact Alison Varty at avarty@luc.edu for application.)

THEO 192: Moral Problems: Urban Issues

An introduction to Roman Catholic social ethics. Students are required to serve as volunteers at an area social services agency of their choosing, providing them with concrete experiences upon which they can reflect in their consideration of the issues discussed in class. (CORE) *THEO 192-007 (#4908)*

UCWR 110: College Writing Seminar

In this service-learning section of the College Writing Seminar, students' writing assignments will be based on their experiences serving the community as a volunteer at a community partner agency. (CORE) *UCWR 110-024 (#3218)*

UNIV 102: Loyola Seminar

Several sections of the First Year Seminar for Fall 2008 will include a service-learning component:

- Ignatian Leadership..... *UNIV 102-001 (#4525)*
- Global Citizens..... *UNIV 102-002 (#4534)*
- Biology..... *UNIV 102-003 (#4554)*
- Transfer seminar..... *UNIV 102-004 (#4535)*
- Voicing Chicago LGBTQ Experiences..... *UNIV 102-007 (#4620)*
- Other People's Children: Teaching..... *UNIV 102-008 (#4621)*
- Student Athletes' Seminar..... *UNIV 102-009 (#4555)*
- Loyola Seminar..... *UNIV 102-003 (#4538)*
- Cultural Identity & You..... *UNIV 102-015 (#4540)*
- Loyola Community & Greater Society..... *UNIV 102-022 (#4545)*
- Civics, Government, & Social Justice..... *UNIV 102-024 (#4713)*
- Green Community..... *UNIV 102-027 (#4549)*
- Psychology Community..... *UNIV 102-028 (#4550)*

UNIV 290: Seminar in Community Service & Leadership

Students work a minimum of 40 hours over the semester at a non-profit organization of their choosing while reflecting on their service experience in the context of asset-based community development, civic engagement, social justice, leadership in the community, and service for the common good. (Class meets every other week; CORE) *UNIV 290-001 (#5055)*

