SERVICE LEARNING INTERNSHIP I  
40:834:430.61

Instructor: Quintus R. Jett  
Course Meetings: Tuesdays (6:00 – 9:00 p.m.)  
Course Location: CPS 201  
Office Location: Center for Urban and Public Service  
111 Washington Street, Room 335. Newark, NJ  
Office Hours: Tuesdays 3:00 -5:00 pm, and by appointment  
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COURSE DESCRIPTION
Service Learning Internship I is designed to provide students field experiences with community agencies to link academic work with meaningful community service that will benefit both the agency and the student. Agencies will benefit with the infusion of enthusiastic students to assist in the delivery of services to their clients and students will develop a deeper understanding of their role as leaders in their communities as well as increase their civic and citizenship skills.

COURSE REQUIREMENTS
Completion of your internship this term requires the following:

- Documentation of 150 hours at the internship site by the end of the semester
- Submission of midterm and final internship evaluations to the course instructor
- Attendance and participation in the seminar class activities and assignments
- Assistance in scheduling a school site visit with your internship supervisor

ABOUT THE INSTRUCTOR
Quintus Jett is an assistant professor in the School of Public Affairs and Administration (SPAA), and he is affiliated with the Rutgers Business School’s Center of Urban Entrepreneurship & Economic Development (CUEED). His research focuses on the organization of charitable work: e.g., volunteer management, nonprofit operations, and social innovation. At Rutgers, Professor Jett has taught courses on social entrepreneurship, analytical methods, management techniques, volunteerism and philanthropy, and public service organizations.
CURRICULUM OBJECTIVES AND PEDAGOGY

This curriculum is designed to augment the practical experience of the internship with academic training. Its central objective is to develop in students a knowledge and competency-driven mindset for problem solving and taking action with others in the environments of public service (i.e., the government, nonprofit, and philanthropic sectors).

To fulfill this central objective, the designed curriculum is guided by three aims:

1. To accelerate students on a path to becoming systems leaders1 who can address complex organizational problems in innovative ways.

2. To cultivate in students the six Engineering Habits of Mind:
   - Systems thinking
   - Creativity
   - Optimism
   - Collaboration
   - Communication
   - Ethical considerations (attention to process; attention to diverse perspectives)

3. To advise and coach students in practicing the core elements of information literacy2:
   - The ability to determine the extent of information needed
   - The ability to access needed information effectively and efficiently
   - The ability to evaluate information and its sources critically
   - The ability to incorporate selected information into one’s knowledge base
   - The ability to use information effectively to accomplish a specific purpose
   - The ability to understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Learning in this curriculum takes place in three steps. The first step is the instructor introducing conceptual topics with associated tools and applications in class, in order to facilitate student inquiries, reflection, and shared reactions to the topic. The second step consists of each student completing an individual assignment based on the topic introduced in class; each assignment directs students to find their own application of the topic within their internships. The third step is an instructor-led review of completed student assignments during class time, so that students can be exposed to multiple examples and the assorted implementation and information-literacy issues that arise. This shared review of completed assignments provides students a broad range

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of collective feedback on applying the subject concepts and tools, thus accelerating their ability to absorb technical concepts and put them into proper and relevant uses within their internships.

SERVICE LEARNING COMPETENCIES

This curriculum focuses on students learning and practicing three particular competencies within their service learning internship. These competencies are:

1) Data Collection  
2) Display of Complex Information  
3) Process Mapping  
4) Capacity Building

Normally, a student might gain elements of these competencies indirectly or in an unstructured manner, while taking courses in the fields of STEM\(^3\). This curriculum focuses on developing these competencies in students, assuming they have little or no prior background.

In addition, these competencies are rarely the focus of learning and practice in service learning (and internship) activities. Thus, as students gain and demonstrate proficiency in these competencies, they might have opportunity to greatly differentiate themselves in both their potential and impact as interns.

COURSE MATERIALS & RESOURCES

No texts are required for purchase in this course.

COURSE ASSIGNMENTS

In addition to documented hours in the internship setting and the completion of required internship evaluations, each student will complete four assignments that culminate with a final assignment summarizing your internship organization with your recommendation of a process improvement.

Assignments during the term.  
Four assignments during the term are designed to practice and enhance this curriculum’s designated service learning competencies. Satisfactory completion of these assignments function as merit badges, demonstrating each student’s achieved proficiency for a particular set of skills.

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\(^3\) Acronym for Science, Technology, Engineering, and Mathematics education
Each of the completed student assignments are used for in-class discussion and shared learning. In the class day before an assignment is due, there will be an introduction and discussion of the concepts, theoretical frameworks, and skills associated with the assignment.

On the due date, completed assignments by students will drive the in-class discussion. Based on feedback received from either your or other assignments in class, you can resubmit your assignment before Thursday 11:59pm after the initial due date.

**Final assignment**
The final course assignment is a cumulative one - focus encompassing the competencies learned and demonstrated in the four previous assignments submitted during the term. There will be

**ADDITIONAL POLICIES**

**Accommodations for learning disabilities**
By the end of the second class (Tuesday, September 15th), please notify me by email if you have a registered learning disability so that you may receive appropriate accommodations. Your initial request for accommodations should begin with going to the Paul Robeson Campus Center Office of Student Life and Leadership for documentation.
http://robeson.rutgers.edu/studentlife/disability.html

**Academic integrity**
Any work you submit must be your own original work (produced by you; not previously submitted for another course; submitting the work of others as your own, without attribution).
http://www.ncas.rutgers.edu/writing-program/writing-program-academic-integrity-policy

**Class attendance**
You are expected to attend class on a regular basis, and you are responsible for what is covered in each class. An attendance sheet will be circulated each day. If you are unable to attend a class, notify me by email qjett@scarletmail.rutgers.edu : preferably in advance, but no later than 48 hours after the missed class day.
### CLASS SCHEDULE (subject to change)

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<thead>
<tr>
<th>Wk.</th>
<th>Date</th>
<th>Topic</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>September 1</td>
<td>Service Learning Competencies</td>
<td>Self-assessment (in class)</td>
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<tr>
<td>2</td>
<td>September 15</td>
<td>Data Collection Seminar</td>
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<td>3</td>
<td>September 22</td>
<td>Data Collection Review of submitted assignments</td>
<td>Assignment #1 Dataset</td>
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<td>4</td>
<td>September 29</td>
<td>Display of Complex Information Seminar</td>
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<tr>
<td>5</td>
<td>October 6</td>
<td>Display of Complex Information Review of submitted assignments</td>
<td>Assignment #2 Comparison Table</td>
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<td>6</td>
<td>October 13</td>
<td>Systems Change Seminar</td>
<td>Final topic discussion (in class)</td>
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<td>7</td>
<td>October 20</td>
<td>Process Mapping Seminar</td>
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<td>8</td>
<td>October 27</td>
<td>Process Mapping Review of submitted assignments</td>
<td>Assignment #3 Work Flow Diagram</td>
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<td>9</td>
<td>November 3</td>
<td>Capacity Building Seminar</td>
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<td>10</td>
<td>November 10</td>
<td>Capacity Building Review of submitted assignments</td>
<td>Assignment #4 Process Improvement</td>
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<td>11</td>
<td>November 17</td>
<td>No class scheduled</td>
<td>Individual appointments</td>
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<td>12</td>
<td>November 24</td>
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<td>13</td>
<td>December 1</td>
<td>Presentations Oral presentations of final topics</td>
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<td>14</td>
<td>December 8</td>
<td>Final class</td>
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<tr>
<td>15</td>
<td>December 15</td>
<td>Final assignment due</td>
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