

APPLES

Service-Learning

Student Union suite 3514 • CB#5210 • (919) 962-0902 • fax (919) 843-9685 • ccps.unc.edu

Fall 2017 Courses

*****Please note: Not all APPLES service-learning courses fulfill the experiential education requirement. Courses fulfilling this requirement will be indicated with an EE designation with the description.**

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ANTH 625 (062) Ethnography and Life Stories

Charles Price

The course focuses on the practical and research uses of ethnography and oral history, emphasizing life histories, life stories, biographies and how these intersect with communities. EE

BIOL 294H (001) Service-Learning in Biology

Jay Raval

The community partner for this course is the UNC Health Care Blood Donation Center located in the North Carolina Cancer Hospital. Class time will be spent with organization representatives to learn the biology of blood donation (including donation of blood cells, stem cells and bone marrow) and how these blood products are used for the treatment of blood disorders and other medical conditions. In addition, class time will be spent actively developing, implementing and evaluating a social marketing plan with a goal of helping the Blood Donation Center increase collection of blood products to meet the ever-increasing needs of patients at UNC Hospitals. Students provide a large base of donations, making the partnership between this community partner and UNC students critical. EE

BIOL 410 (001) Principles and Methods of Teaching Biology

Jennifer Coble

This course helps students develop the knowledge and skills needed to implement student-centered science instruction. Students will explore why we teach science and how our science education experiences impact our view of positive science teaching. We will examine multiple views on how students come to understand science, the teaching strategies research has identified as most effective and how these strategies can be implemented within the contexts of current high school science classrooms. In addition to learning how to teach biology to a diverse group of students, we will reconstruct our knowledge of biology to make it more contextual and conceptual. Finally, we will explore traits and practices of science teachers and what type of science teacher you would like to be. To demonstrate your ability to design student-centered instruction, you will design a series of biology lessons over the course of the semester that will serve as resources for your peers, UNC-BEST alumni and our science teacher partners. There is also a fieldwork component to volunteer in a local high school science classroom each week. EE

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CHEM 290 (001) The Chemistry of Purslane

Nita Eskew

This course partners with the Carolina Campus Community Garden. Students work in teams in the garden to plant, care for and/or harvest the plants, depending on the season. In the lab, students work with a partner to perform the actual lab procedures. Students utilize a variety of lab techniques including extraction and UV-Vis spectroscopy. Students keep a journal for reflection of their service work and a lab notebook is used to record all experimental work. At the end of the semester, each student will write a summary paper and teams will prepare and present research posters describing their work. Please fill out [this form](#) to apply for this course. EE

COMM 490 (001) Community Engagement and Visual Communication in the Public Service

Rachel Schaevitz and Pat Parker

This team-taught service-learning course will allow students to investigate public service goals and visual media practices across a spectrum of organizations from global corporations to local nonprofits. Students will form teams, choose from a selection of community partners as their "client" and collaborate with their organization on producing a single, polished media project that engages in the best practices of community engagement and visual communication studied in class. In this way, students hone their technical and social capacities in a way that actively creates enhanced connections between the students and their community, and encourages students to explore ways that community engagement and visual media in the public service can enhance their own learning, educate others and possibly contribute to positive social change. EE

COMM 262H (001) Performance and Culture: Northside/Pine Knolls

Della Pollock

This course introduces students to ways in which performance theories and methods can enhance understanding of cultural practices. The course engages students in immersive ethnography and co-labor in Chapel Hill's historic Northside/Pine Knolls neighborhoods. Students will engage in service with Heavenly Groceries and Northside News. EE

COMP 523 (001) Software Engineering Laboratory

Diane Pozefsky

In this course, teams of three to four students develop computer applications for organizations on campus and in the community. Teams work with the outside organization to understand the needs and the people who will use the program. Prior projects have ranged from a Twister-like game to teach Braille to visually impaired children to tools to help low-income housing units deploy wireless networks. EE

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DHYG 393 (001) Dental Hygiene Practicum

Staff

This course is a culmination of in-depth study in dental hygiene. Through lectures and specialized clinical rotations at pediatric, geriatric, hospital and/or community dental experiences at selected on- and off-campus training sites, the expanding role of the dental hygienist in health care delivery systems is emphasized. EE

EDUC 387 (001, 002, 003) Peer Tutoring

Christy Clemons

Peer tutoring is a service-learning course where undergraduates serve the UNC community and fellow students through tutoring. Tutors must have an overall GPA of 3.0 or higher and must be available either Tuesday or Wednesday evenings from 6 - 9 p.m. for tutoring. An application and instructor permission are required to enroll. For more information, visit [The Learning Center](#). EE

EDUC 617 (001) Teaching in the Middle School

Suzanne Gullede

This course is required for candidates who seek North Carolina licensure to teach at the middle school level and open for others interested to explore teaching or gain experience working in a school setting with young adolescent learners. The course provides an introduction to the history, philosophy and attributes of schools and curriculum specifically designed for young adolescents with attention to their developmental characteristics and needs as learners. After the first three weeks of training students, will select a three-hour block during the school day every week for the service-learning component of this course, in addition to the weekly meeting time. Students do not have to be admitted to the School of Education to enroll in the course. EE

ENEC 593 (001) Environmental Practicum

Amy Cooke

Instructor permission is required. Students receive service-learning credit through active participation in a community, campus or other approved group project. EE

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ENGL 266 (001) Into the Woods

Maggie O'Shaughnessey

This course focuses on the role of trees in the North Carolina Piedmont landscape and the ecosystem. Readings will explore issues connected with forestry, ecology, urban development, and sustainability. We will take frequent campus walks to observe and learn about some of the most typical trees of the area. The service component of the course involves a partnership with the North Carolina Botanical Garden. Students will work on projects in Battle Park, the Coker Pinetum and at the North Carolina Botanical Garden. The Botanical Garden is launching a year-long focus on the importance of seed conservation, especially seeds of native plants. We will help with both the conservation effort and with general publicity. EE

ENGL 271 (001) Mixed Race in Contemporary American Literature and Culture

Staff

This service-learning course partners with a charter school, and together UNC-Chapel Hill and high school students, explores issues of race in American literature and culture. EE

ENGL 467 (001) Educating Latinas/os: Preparing SLI Mentors

Laura Halperin

Instructor permission is required. This course is designed for students accepted as mentors to the Scholars' Latino Initiative (SLI). Students take this course during their first year as SLI mentors to prepare them as effective mentors to Latina/o high school students. Students cannot receive credit for both ENGL 267 and 467. EE

GEOG 429 (001) Urban Political Geography: Contested Places and Politics

Nina Martin

This course is an interdisciplinary exploration of urban social problems, bridging the literature on urban geography with that on urban politics. Students are required to complete 30 hours of service with an organization that works on an urban social issue. EE

HPM 330 (001) Introduction to Health Organization Leadership, Management and Behavior

Karl Umble

This course is an introduction to fundamental concepts, issues and skills relevant to leadership, management and organizational behavior as applied to health and human services organizations. The course prepares students to apply theory and problem-solving frameworks to real organizational problems. EE

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MEJO 332 (001, 002, 003, 004, 005) Public Relations Writing

Staff

Students in this course serve at local nonprofits by creating news releases, feature stories, speeches, pitch letters, fact sheets, public service announcements and more. EE

MEJO 333 (001) Video Communications for PR and Marketing

Bruce Curran

This course provides an introduction to the use of video as a means of communication with a variety of an organization's publics, both internal and external. EE

MEJO 459 (001) Community Journalism

Jock Lauterer and Eric Ferkenhoff

This course is a comprehensive study of the community press, including policies, procedures and issues surrounding the production of smaller newspapers within the context of the community in its social and civic setting. Students volunteer with one of the local community newspapers: *Carrboro Commons* and the *Northeast Central Durham VOICE*. EE

NURS 611 (001) Supporting the Childbearing Family

Rhonda Lanning

This elective is offered through the School of Nursing to students who have completed a minimum of three college semesters. The course is open to all majors and disciplines and is of particular interest to students with a strong interest in health sciences and/or women's and gender issues. The course is front loaded to include childbirth education and professional doula training over the first four weeks. During the semester, students will concurrently volunteer with Birth Partners, the UNC volunteer doula program, as hospital volunteers. Students will provide emotional and physical support to women in labor at the North Carolina Women's Hospital (UNC Hospital). Upon course completion, students are encouraged to continue to actively volunteer as Birth Partners. Students are required to complete an online application and will need permission from the course faculty to register for the course. Applications are open from March 20 – April 3 at [this link](#). EE

PLCY 393 (001) Public Policy Clinic

Daisha Merritt

The clinic allows students to solve a public policy problem for local nonprofits and governmental agencies. Working in small consulting teams with faculty assistance, students learn how to use their knowledge and skills to propose solutions to complex problems. Enrollment only with instructor permission. EE

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PSYC 294 (001) Psychology Service-Learning

Grant Canipe

Students enrolled in PSYC 250 (section 003) will have the option to enroll in PSYC 294 during the first week of class. Students in PSYC 294 engage in a minimum of 30 hours of service in the community, volunteering directly with children. The aim is to augment the PSYC 250 goal of introducing the empirical findings, theories and research methods of child development, placing particular emphasis on the child's physical, cognitive, social and emotional development from infancy through adolescence. EE

PUBA 401 (001) State and Local Governance: Public Service Theory and Practice

Emily Gangi

This course is an introduction to local and state public service, including governmental institutions, ethics and public values, and core functions of public administration and governance. Discussions led by MPA faculty with practicing public and nonprofit administrators. EE

SOCI 273 Social and Economic Justice

Anne Hastings

This course covers social and economic justice theory and practice, including analyses of racial, gender, sexual, class, national and other forms of justice, the history of influential movements for justice and strategies of contemporary struggles. EE

SOCI 290 (002) Special Topics: Sociology of Adolescence

Lisa Pearce

This course is part of a year-long, two-course series examining how the social, economic and cultural contexts in which adolescents live shape their experiences. Students learn from dynamic engagement with sociological theory and research on adolescence; active participation in an adolescent-serving community organization, Movement of Youth; and thoughtful reflection on how well existing theory and research match with observations made during service work. As a service-learning course, students are required to volunteer for Movement of Youth, a nonprofit that engages, enriches and empowers middle and high school students to go to college and achieve their full potential. Students must volunteer a minimum of one hour per week, in addition to mandatory attendance at two Saturday leadership academies on campus every month (10 a.m. – 1 p.m.). The one hour per week will ideally be spent interacting with one's assigned mentee, but time spent on committee work to assist with leadership, program development, mentor recruitment, fundraising or evaluation will also count. Instructor permission is required to register for the course. This course does not fulfill EE. SOCI 397 in the spring fulfills the EE requirement.

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SOCI 416 (001) Comparative Perspectives on Contemporary International Migration and Social Membership

David Rigby

This course provides a special focus on international migration and social membership/citizenship across a number of advanced industrial immigrant-receiving states. EE

SOCI 444 (001) Race, Class and Gender

Shane Elliot

This course looks at the way race, class and gender (RC&G) are socially constructed and maintained as axes of difference and inequality. For SMART Mentoring participants only, the course is designed to provide students with the sociological lens to understand the social forces impacting their own life trajectory and that of their mentees. In the second semester during the mandatory one-credit SOCI 397 APPLES portion of the class, students engage in service-learning projects with both the high school students and the at-risk youth populations. Applications for this course are closed. This course does not fulfill EE. SOCI 397 in the spring fulfills the EE requirement.

SOWO 490 Tools for Financial Coaching

Allison de Marco

This course examines financial systems in the United States and how they impact individuals with low-income, with a focus on financial literacy and skills for working with individuals who are homeless or at risk of homelessness. Students gain an understanding of financial education and engage in critical analyses of broader systems and structures that exclude low-income communities. Students also work with Community Empowerment Fund as financial coaches, assisting individuals transitioning out of homelessness. Registration requires instructor approval. Complete [the application](#) by April 28. EE

SPAN 266 Spanish Conversation for Heritage Speakers

Julia Mack

SPAN 266 develops balanced bilingual speakers. The course takes advantage of the communicative skills learned experientially and advances each student's individual capacity to function with Spanish in a professional setting. Students volunteer for a total of 30 hours during the semester at Frank Porter Graham Bilingüe and can be enrolled, upon request, in Span 293, which provides additional credit toward the EE requirement.

SPAN 293 (all sections) Spanish Service-Learning

TBA

Students enrolled in the designated APPLES Spanish course will have the option to enroll in SPAN 293 during the first week of class. This service-learning component is for students enrolled in select Spanish language service-learning courses. May not count toward the major or minor in Spanish. EE

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SPAN 329 (001, 002, 003) Spanish for Professional and Community Engagement **TBA**

Spanish for Professional and Community Engagement is a seventh-semester capstone course that stresses the application of Spanish language and Hispanic cultures skills in professional and community contexts. Students will apply content from current and previous courses in the minor sequence to course assignments, professional documents such as resumes, community service work and projects, and a capstone research project. This course is open only to students in the minor in Spanish for the Professions. EE

SPHS 400 Autism in Our Communities: An Interdisciplinary Perspective **Michaela DuBay, Abigail Carroll**

This course introduces undergraduate students to the diverse topics related to autism spectrum disorder (ASD). In addition to in-class meetings, students volunteer with individuals with autism spectrum disorder. Topics covered include diagnostic criteria, early indicators of ASD, evidence-based treatment methods, issues affecting parents and siblings in school and community settings, multi-cultural issues and transition to adulthood. EE

WGST 290 (001) A New Body Politics: Contemplative Practice and Social Justice **Michele Berger**

The incorporation of contemplative practices (e.g. yoga, sitting and walking meditation, mindfulness, ceremony, pilgrimage, etc.) in civil and social justice movements is a growing trend. What role does contemplative practices and spiritual activism play in efforts for social justice and social change? What might practices of social transformation look like when rooted in love and compassion? This course explores these questions among others, and examines the role of contemplative practices and spirituality for individuals and collectivities engaged in transformative social justice work. Students will engage in a collaboration with Yoga for Youth, NC which serves urban youth using the tools of yoga. EE

WGST 340 (001) Leadership in Violence Prevention for Peer Educators **Christi Hurt**

The course examines violence on individual and structural levels, considering perpetrators and survivors. Students will be encouraged to create and participate in a peer education group to facilitate violence prevention programs at UNC. Students are required to complete an application and will need permission from the instructors to register for the course. Contact Christi Hurt (christihurt@unc.edu) or Shelley Gist (shelleygist@unc.edu) to request an application. EE