

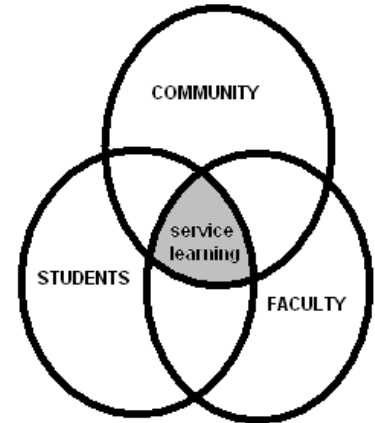
Syllabus for Biol 294 (APPLES):
Community Donations of the Cellular Components of Blood.
Mondays 11-11:50

Instructor: Dr. Kelly A Hogan
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Textbook: no additional text required for the APPLES section; an introductory biology textbook is needed as reference; readings will be posted on blackboard. Blackboard will be heavily used by instructor and students.

What is Service Learning?

Service-learning is an instructional strategy throughout the length of the course in which the service component aligns with and enhances the course content. There is collaboration between the community partners, students, and faculty. The community needs are central to the course; the community partners are involved throughout the course in identifying and assessing their needs. Students, think, share and create reflective products as evidence of learning.



Goals of the Course:

1. To understand reasons why individuals in the general community do not donate platelets OR why previous donors do not return.

Students will interact with the community through drives and educational and promotional events. They will specifically pay attention to different subsets of the community while interacting. They will also build upon the knowledge and data gathered from previous semester students. Students will write a **reflection** about their experiences. Community hours in holding drives and educational events.

2. To learn about the biology of blood. For example: 1) the function of platelets, red blood cells, and bone marrow 2) why patients need platelets, red blood cells and marrow, 3) and what the donation process entails for platelets, red blood cells, and marrow.

Students will achieve these goals through readings/homeworks and community hours in the platelet donation center, and during community hours at blood drives and bone marrow drives.

3. To create a social marketing plan based upon the content learned from the previous goal.

What is social marketing? A commercial marketer looks for ways to convince customers to purchase a product. Similarly, a social marketer tries to influence the behavior of a target audience. The behavior in this case is to get to the platelet center at the hospital and donate! Students will have a budget to put towards a marketing plan for their community subset.

4. To implement marketing plans.

Students will use the material they create in goal #3 and design their own service event using the material. By engaging with the public, the students become the educators, thereby reinforcing the content they have learned.

5. To plan for the future.

Students will write a **reflection** that details for future students and the platelet center where they left off on their understanding of community ideas. Students will make suggestions to future students and the platelet center based on their learning.

Course Grading:

Note: you are graded on your academic contributions—not your service. Service plays into participation.

Reflection Papers: 30% of final grade

Reflection #1 (5 pages); knowledge gained by interacting with the community and reading previous efforts

Reflection #2 (5 pages); letter to future Biol 294 APPLES students reflecting on community success/progress and future plans for them to start from

Homeworks: 20% of final grade

See schedule for assignments

Social Marketing Group project: 15% of final grade

- Presentation to class
- Quality of finished project
- Met deadlines?
- Individual Participation

Final Exam: 20% of final grade

Content focused on blood cell biology and donation procedures

Participation: 15% of final grade

Attendance, effort, and quality of effort for class discussion, drives, and service