

# APPLES

## Service-Learning

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

## Fall 2020 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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### **AMST 460 (001) Rising Waters: Strategies for Resilience to the Challenges of Climate and the Built Environment**

**Rachel Willis**

This service-learning seminar examines water threats to port cities and low-lying areas from sea-level rise, extreme weather and inadequate infrastructure. The focus is on the Americas, small and barrier islands, and high hazard regions including the South East and Gulf Coast communities. The APPLES project will focus on North Carolina resilience strategies. EE

### **BIOL 410 (001) Principles and Methods of Teaching Biology**

**Jennifer Coble**

This course will help you develop the knowledge and skills needed to implement student-centered science instruction. We will explore why we teach science to all students and how our science education experiences impact our view of what good science teaching is. Then 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 what it is like to be a science teacher 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 of the course to help meet the above goals; an opportunity to volunteer in a local high school science classroom each week. EE

### **COMP 523 (001) Software Engineering Laboratory**

**Jeffrey Terrell**

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

### **ECON 291 (401) Undergraduate Learning Assistant Seminar and Practicum**

#### **Michelle Sheran-Andrews**

Studies have shown that courses which utilize undergraduate learning assistants (ULAs) have improved quality of instruction, sensitivity to student concerns, and overall student contact. In addition, ULAs gain an improved knowledge of the subject matter, heightened communication skills, and a sense of membership in the academic community. The aims of ECON 291 are to give students: 1) experience in facilitating undergraduate education in economics; 2) a deeper understanding of underlying economic principles; 3) exposure to pedagogical theory and best practices; and 4) participation in a vibrant economics learning community. EE

### **EDUC 387 (001, 002) Peer Tutoring**

#### **Robin Horton**

Peer tutoring is a service-learning course that provides an opportunity to 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 5 - 8 p.m. for tutoring. An application and instructor permission is required to enroll. For more information about applying, visit [the Learning Center](#). EE

### **EDUC 400: Autism in Our Communities: An Interdisciplinary Perspective**

#### **Staff**

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 will 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

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#### **EDUC 583 (001, 002) Career and Professional Development** **Helyne Frederick or Emily Halpin**

This course provides an integrative learning experience which prepares Human Development and Family Studies (HDFS) students to apply academic learning acquired in previous coursework to real-life situations likely encountered in the internship experience and throughout their careers in human services. Course materials and learning experiences are help students obtain an internship. This course is for HDFS majors and should be taken the semester immediately preceding the intended internship semester. EE

#### **EDUC 617 (001) Teaching in the Middle School** **Suzanne Gulledge**

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 students with 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

#### **EDUC 698 (001) Internship in Human Development and Family Studies** **Helyne Frederick**

This course provides an integrative learning experience in which Human Development and Family Studies (HDFS) students apply academic learning acquired in previous coursework to real-life situations encountered in the field. The internship serves as the capstone of the HDFS major and this class is only open for students in that major program. 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: Literature and Nature** **Maggie O'Shaughnessey**

This course will focus on the role of trees in the landscape and the ecosystem of the North Carolina Piedmont. Readings, mainly contemporary nonfiction, will explore issues connected with forestry, ecology, urban development and sustainability. The service component of the course will involve a partnership with the North Carolina Botanical Garden. Students will conduct individual and group projects which serve the Botanical Garden's conservation mission. The course is especially suitable for students who enjoy the outdoors, who want deeper knowledge of the ecosystem around them, and/or enjoy reading literature about the interaction of humans with the natural world. 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

### **GEOL 412 (001) Principles and Methods of Teaching Earth Science** **Megan Plenge**

This course develops the knowledge and skills teachers need to implement inquiry-based earth science instruction: conceptual knowledge of earth sciences and mastery of inquiry instructional methods. Students study inquiry in cognitive science and learning theory. This course is a requirement for the UNC-BEST program in geological sciences. EE

### **GLBL 282 (001) Global Gap Year Seminar** **Staff**

This course is a mandatory seminar course for students participating in the Global Gap Year Fellowship and is limited to only those students. EE

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### **HNRS 355 (001) Seminary in Literary Arts: Narrative and Medicine** **Terrence Holt**

This seminar explores the role of narrative in medicine from two sides: the patient's experience of illness, and the experience of caring for the sick. As a writing workshop, this course offers students a supportive environment in which to explore their own experiences and refine their writing skills. It also provides an opportunity for service work in a variety of clinical settings, in which students will have a chance to participate in medical care. Taught by a clinician-writer with years of experience in medical care, professional publication, and workshop instruction, this course offers a rare opportunity to learn from a highly skilled professional engaged in the central concerns of his work. EE

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

Students in this course serve at local nonprofits by creating major communicative tools of the public relations trade including news releases, features, speeches, pitch letters, fact sheets, public service announcements and more. EE

### **MEJO 432 (001) Cause Communications: Public Relations Strategies for Nonprofit Organizations** **Marshale Carter**

This course provides a comprehensive understanding of the role of public relations in the nonprofit realm and a service-learning experience. The course introduces students to the essential concepts, skills and core responsibilities of practicing public relations for the public good. EE

### **MEJO 459 (001) Community Journalism** **Erin McIntyre**

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. EE

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### **MEJO 671 (001) Social Marketing Campaigns**

**Seth Noar**

Social marketing is the application of marketing concepts and practices to bring about behavior change for a social good. Students in this course will participate in a service-learning project to learn more about this practice. Instructor consent is required to register for this course. EE

### **MUSC 269 (001) Music in the Community**

**Mark Katz**

This course connects academic inquiry in community music with an experiential project in the making, organization or documentation of music locally. 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. EE



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#### **PHIL 292 (001) Introducing and Integrating Philosophy into Primary and Secondary Schools**

##### **Staff**

This is an experiential learning course designed for intermediate and advanced students with an interest in philosophy and/or education. Students learn how (and why) to engage with young people about philosophical questions and work with students at a local elementary or middle school. PHIL 292 students lead philosophy discussions at these schools and develop their own lesson plans that help young people engage in their own philosophical explorations. Along the way, we will explore important philosophical questions related to children and childhood. Instructor permission is required to enroll in this class and you must have taken two previous PHIL courses. EE

#### **PLCY 698 (001) Public Policy Clinic**

##### **Staff**

Students apply knowledge and skills gained in the major to a real-world policy problem. In small teams, students produce actionable, client-centered, public policy analysis for a government agency or nonprofit organization. Students also develop skills in teamwork, leadership, communication, professional etiquette, and time management. This course is only open to Public Policy majors. EE

#### **POLI 206 (001) Race and the Right to Vote in the US**

##### **Andreas Jozwiak and Lucy Britt**

This course surveys scholarly literature on electoral institutions, racial politics, and access to the ballot in the United States. In 30 hours of community service with partner organizations, students produce a publicly available research project using oral histories, mapping, scholarly research, and podcasts. 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

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### **SOCI 273 (001) Social and Economic Justice** **Kathleen Fitzgerald**

This course covers the theory and practice of social and economic justice, including analyses of racial, gender, sexuality, class, national, disability/ability, and other forms of injustice, the history of influential movements for justice, and strategies of contemporary justice struggles, specifically those surrounding food, environment, incarceration, housing, immigration, and wages. One objective of this course is for students to see the injustices that they are reading about in class and to be able to work with organizations that are addressing the needs of the most marginalized members of our community. A second objective is to understand some basic ideas behind service learning, such as the difference between charity and justice, and why it is important to avoid entering their field placement with a "savior" mentality. Third, is for students to understand the structural origins of inequality and injustice. EE

### **SOCI 444 (001) Race, Class and Gender** **Staff**

This course looks at the way race, class and gender 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 will engage in service-learning projects with the high school students and the at-risk youth populations. Applications are closed. This course does not fulfill EE. SOCI 397 in the spring fulfills the EE requirement for SMART mentors.

### **SOWO 490 Tools for Financial Coaching** **Allison DeMarco**

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, please email the instructor for information to apply. 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 Spanish for the Professions minor. EE