

**HLSC 100**  
**Developing Life Scientists for the Global Good**

**Course Website – [www.elms.umd.edu](http://www.elms.umd.edu)**

**Office Hours – By appointment**

We are more than happy to meet with you to discuss the course or anything else that is on your mind. If you have any quick questions, feel free to e-mail either the instructor or TA.

To set up an appointment with either the instructor or UTA please send an email or speak with them before or after class.

**Course Description:**

This small group, service-learning course provides students with the opportunity to begin the process of becoming reflective professionals in the Life Sciences. Class dialogue focuses on the numerous resources available to students at UMD as well as three important facets of the life sciences: the social determinants of health, sustainability and STEM education. Students also participate in an ongoing service experience where they work with an organization that focuses on addressing the needs of the local community. Throughout the semester there is a focus on both the knowledge and skills that students need to not only successfully transition to the university but to also develop as scientists.

- **Rationale for service-learning**

Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes (B. Jacoby, Service Learning in Higher Education, 1996).

- **Nature of the service experience**

The purpose of the service experience is to take the ideas that are discussed during class and see how they relate to the community surrounding the UMD campus. Students may select to volunteer with a pre-selected community group or to identify an organization that they would like to commit to for the semester. Should a student wish to identify their own service experience they must discuss this with the course instructor to make sure the experience matches the criteria for the service experiences, track their hours individually and provide contact information for their volunteer supervisor.

Each student is required to complete 4 hours of service for each month of the semester (Sept, Oct Nov) or 12 hours of total. The service hours must be completed with the same organization throughout the semester but the projects/tasks completed do not need to be the same at each visit.

Students may not miss class time to volunteer but are welcome to volunteer after the class meeting time or on the weekends. **Students who do not fulfill the required 12 hours of service will lose one letter grade from their final grade.**

### **Course Learning Outcomes:**

This course is designed to help ILS students succeed during their time at the University of Maryland and beyond and to help them think critically about current issues in the Life Sciences.

By the end of the semester students will be able to:

1. Articulate their purpose at the University and set preliminary goals for their education and their professional careers. This objective will be accomplished by:
  - Attending the First Look Fair
  - Discussing their personal academic, social, and professional goals
  - Developing a preliminary 4-year plan
  - Learning about campus resources and opportunities
2. Identify the social determinants of health and analyze how these factors affect human health. To better understand this issue students will:
  - Research the social determinants of health as stated by the World Health Organization
  - Discuss how these social factors affect human health in local communities
  - Reflect on experience working with a local organization that focuses on improving these social factors.
3. Demonstrate their knowledge on how STEM education can meet the needs of a changing society. To better understand this issue students will:
  - Research the importance of STEM education in our school system
  - Discuss differences in how STEM education is taught
  - Reflect on experience working with a local organization that focuses on improving STEM education in local schools.
4. Articulate three issues related to creating sustainable communities that they feel are most needed to create a healthy society. To better understand this issue students will:
  - Research the components of sustainability
  - Discuss how living a more sustainable lifestyle can improve overall human and environmental health
  - Reflect on experience working with a local organization that promotes sustainable lifestyles.
5. Identify personal skills and strengths which contributed to their success as a volunteer with their service partner and correspondingly identify personal areas of improvement related to their area of service or course work and develop an action plan for addressing these areas of improvement.

This course will also provide students the skills and resources necessary to:

- Aid in the transition to a large university
- Refine time management and study skills
- Explore career options

## Course Expectations and Requirements

### Students are expected to:

- **Be prepared for all class sessions.**
  - *This includes reading any materials before class, turning in assignments on the due date, and arriving to class on time.*
  - ***No points will be awarded for late assignments.***
- **Attend and actively participate in class discussions.**
  - *This includes building on the comments of others, raising good questions, listening well, and being sensitive to your own level of participation. The latter means exercising care to increase or decrease your frequency of participation and length of time as a speaker to encourage all voices to be heard and valued.*
- **Be positive, work together and respect each other.**
  - *It is important to show respect for your classmates and instructor, even when you disagree with their perspectives. Cell phone use, texting, emailing, web surfing, and other distracted behaviors are inconsistent with respect for others in the classroom and absolutely not to occur during class time.*
- **Attend all service hours and be respectful of participants, colleagues and supervisors while at service sites.**

### Reflection papers

For each assignment reflection questions will be posted on the course website. Unless specified otherwise, reflection papers should be 2 pages in length, double-spaced. Upload your papers in Microsoft Word (.doc) format onto Canvas before the following **Monday (by 11:59pm Sunday)**. *See the “What is critical reflection?” handout to learn more about what is expected from your reflection papers.*

### In-class Service Reflection

Throughout the course of the semester each service group will be asked to present briefly (5 minute) about their service site. Groups will be notified one week before they are due to present. Reflection ideas are available on the course website.

### Final Reflection

Students will be asked to write a final reflection about the course. Due date and specific guidelines will be provided later in the semester.

### Academic Enrichment

Each student will be required to attend **at least TWO** “academic enrichment” activities. This requirement can be satisfied by attending the ILS Faculty Seminar Series or by attending any lecture or speaker event occurring outside of the normal class period.

Students are required to write a short paper summarizing each event attended. (A list of lectures/events that will be accepted for this assignment will be provided to students).

**Grading policy and process**

Your grade will be based on the following:

Participation.....	130 pts
Assignments	
Academic Enrichment.....	20 pts
Reflections.....	125 pts
Final Reflection .....	50pts
<b>Total</b>	<b>325 pts</b>

\*\*Any student that doesn't fulfill the 12-hour service requirement will drop one letter grade.

**Letter Grade Equivalent**

<b>A+</b> 325-313	<b>B+</b> 290-281	<b>C+</b> 257-249	<b>D</b> 224-195
<b>A</b> 312-301	<b>B</b> 280-268	<b>C</b> 248-236	<b>F</b> 194 or less
<b>A-</b> 300-291	<b>B-</b> 267-258		

**Course Policies**

**E-Mail Etiquette**

When e-mailing either the section leaders, please use proper grammar and punctuation. Also, please include "HLSC100" in the subject line of the e-mail, and **make sure you include your FULL name.**

**Attendance**

Because of the nature of this class, attendance is essential to success in this course. **We therefore expect you to attend ALL class sessions and to arrive ON TIME.**

If you are unable to make any of the class periods due to a religious observance or university-sanctioned event, please inform the instructor via email and provide the proper documentation if applicable.

If you are unable to attend a class due to an illness or unforeseen emergency, please contact **both the instructor as soon as possible after (or before, if possible) the missed class.**

**Documented Disability Statement**

If you have a documented disability (physical, learning, or otherwise) and require special accommodations, please see the instructor right away. Please note that some of our classroom exercises or assignments may require walking across campus.

**Statement of Academic Integrity**

All students are expected to adhere to the Code of Academic Integrity. Violations of the Code will be referred to the Student Honor Council. For more information on the code and the Student Honor Council, please visit:

<http://www.studenthonorcouncil.umd.edu/SHC/Default.aspx>

### Tentative Class Schedule- Student Version

<b>Class Date</b>	<b>Topic</b>	<b>To Do After Class</b>
Week 1	<b>Why are we here? Where are we going?</b>	Enjoy your first week of classes
Week 2	<b>Introduction to Service Learning and Critical Reflection</b>	- Preference Service Sites - Read Article
Week 3	<b>Being a Part of the UMD Community</b>	- Reflection 1: University Life - Check out the first look fair and pick up at least 2 pamphlets from groups you might be interested in joining.
<b>Saturday Sept 20</b>	<b>Challenge Course 10am -5pm</b>	<b>This is a required ILS event for all first year students</b>
Week 4	<b>Being a Part of the UMD Academic Community</b>	- Reflection 2: Challenge Course
Week 5	<b>Healthy Terps</b>	Find the 4 year plan for your major and come to class ready to discuss
Week 6	<b>Planning Your Next Four Years</b>	Visit the Peer Mentoring Office (CMNS students only) Reflection 3: Goals
Week 7	<b>Why Society needs Science, Technology, Engineering and Math Education</b>	
Week 8	<b>What is Sustainability All About? Part 1</b>	
Week 9	<b>What is Sustainability All About? Part 2</b>	Reflection 4: Sustainability
Week 10	<b>An Introduction to the Social Determinants of Health</b>	Create a CV
Week 11	<b>Professional Development Workshop</b> <b>*Bring a copy of your CV to class</b>	Post CV
Week 12	<b>How Can Access to Healthy Food Save Communities?</b>	Reflection 5: Health
Week 13	<b>No Class</b>	Work on Final Reflection
Week 14	<b>What Have we Learned? Where are we Going?</b>	Study for finals