

CIVIC ENGAGEMENT – SBS 303
Fall 2007 UAB Service learning Course for SBS Honors
Tuesday 5:30-7:30 pm
Center for Urban Affairs: 1715 9th Ave S

COURSE DESCRIPTION:

Civic Engagement is a course designed to promote experiential learning for SBS Honors students and to advance the mission of social justice through service learning. Service learning is an educational method in which students learn and apply academic and social skills to address important community issues. Guiding principles include:

- **Engagement** in service activities with a selected community partner in a mutually beneficial relationship based on a spirit of collaboration
- **Reflection** upon larger issues that affect communities through readings, journal entries and discussion
- **Integration** of engagement and educational experience through an essay and presentation

EXPECTATIONS

Students are expected to be actively engaged in the learning process, in class and in the community. Class participation is essential. Students will be evaluated on their ability to relate course readings to class discussions and in their volunteer work. Class discussions and written materials should demonstrate analytic thinking and use of university and community resources. A minimum of sixty hours of engagement with a community partner is expected during the semester. After the initial two weeks, students will attend class sessions on a bi-weekly basis and work with a community partner on a weekly basis. Students will complete assigned readings, submit structured reflections, participate in class discussions, and turn in a final paper and tri-fold presentation at the end of the semester.

Prerequisites:

Students have completed SBS Honors Courses SBS 301 and 302.

Course Objectives:

1. To develop active and thoughtful civic engagement
2. To embed experiences of engagement in a broader social context
3. To equip students with theoretical and empirical tools for understanding communities and the dynamics that lead to change
4. To develop critical and analytic thinking abilities and oral and written expression

Academic Credit Hours:

Students may earn 3 academic credit hours for completing all course requirements, including a minimum of 6 hours per week of onsite service learning for a period of 10 weeks. Alternatively, students may earn 4 academic credit hours for completing all course requirements, including a minimum of 8 hours per week of onsite service learning for a period of 10 weeks.

Course Readings:

Selected course readings will be posted on WebCT Vista.

Course Faculty: This course is team taught by the Office of Service Learning and UAB's Center for Urban Affairs (CUA), a unit within the Social and Behavioral Sciences (SBS) that focuses on applied urban research and community outreach. Our offices are located at 1715 9th Ave South (approximately two blocks behind The Commons). Students are always welcome to call or email for an appointment.

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Course WebCT Vista: the course website will serve as on-line repository for SBS 303. We will use the course website to post class announcements, assignments, and class readings, and other class materials. We will also use this site to have on-line discussions.

Make sure to bookmark the Vista log in page:

<http://www.uab.edu/academiccourses>

Plagiarism and Academic Dishonesty: Academic misconduct will not be tolerated in this class including plagiarism, abetting, cheating, fabrication, misrepresentation. For a detailed description of these offenses go to: http://www.app.uab.edu/progress_conduct_Griev.html.

Grading Requirements

- Class participation 20%
- Structured Reflection - 40%
- Service logs and participation with Community Partner as reflected in mid and final semester assessments 20%
- Community Project 20% - includes final paper with annotated bibliography, tri-fold and oral presentation

INTRODUCTION AND ORIENTATION	
8/28	<p>1. Introduction</p> <ul style="list-style-type: none"> • Getting to know students and community partners • Overview of syllabus, assignments and class expectations, • Defining Civic Engagement • Introductory assignment due
9/4	<p>2. Working in the Community</p> <ul style="list-style-type: none"> • Toolkit for working in the community • How to submit structured reflection • Reading due: <i>Building Bridges</i>, Allyn and Bacon Student Guide to Service-Learning Chapters 5, 6, 7 • Pre-service Structured Reflection due on 9/2
SERVICE-LEARNING: WORKING WITH YOUR COMMUNITY PARTNER *Bi-weekly class sessions	
9/18	<p>3 Class Meeting</p> <ul style="list-style-type: none"> • First impressions, expectations, orientation • Reading due: <i>Bowling Alone</i> and <i>Bowling Together</i> • Bring Service Log to class meeting • Structured Reflection 1 due on 9/16 • Schedule appointment with instructors
10/1- 10/5	<p>Individual Meetings with Course Instructors</p> <ul style="list-style-type: none"> • Discuss Community Project Assignment, progress with community partner, related issues, questions or comments
10/9	<p>4. Class Meeting</p> <ul style="list-style-type: none"> • Identifying issues and developing a research question about your community • Bring Service Log to class meeting • Structured Reflection 2 due on 10/7 • Mid-semester evaluation by community partner due
10/23	<p>5. Class Meeting</p> <ul style="list-style-type: none"> • Research or Community Question; locating sources • Bring Service Log to class meeting • Structured Reflection 3 due on 10/21
11/6	<p>6. Class Meeting</p> <ul style="list-style-type: none"> • Draft Paper • Bring Service Log to class meeting • Structured Reflection 4 due on 11/4
PROJECT PRESENTATIONS	
11/20	<p>7. Community Project Presentation</p> <ul style="list-style-type: none"> • Paper and tri-fold
11/22	<p><i>Thanksgiving</i></p>
11/27	<p>8. Community Project Presentation</p> <ul style="list-style-type: none"> • Paper and tri-fold
12/04	<p>9. Community Celebration</p>

Format for Structured Reflections and Service Logs

Service Log - brief documentation of time spent in the community to be submitted along with your structured reflections as described below. Service log templates are available on WebCT Vista.

Structured Reflection –A reflection entry will be approximately 3-4 typed pages (double spaced). Submitted as a Word document attached to an email addressed to: nmisakow@uab.edu and robeirne@uab.edu. Please title your document: ***your last name_reflection1***. Your subject line in the email should also be the same. You will submit five structured reflections by no later than the following Sunday evening dates:

1. September 2 (Pre-service Reflection)
2. September 16
3. October 7
4. October 21
5. November 4

You will be graded on the depth and quality of your reflections to the degree to which they represent your engagement with community issues and progress in your research. Your submissions should be organized into three sections:

- **Descriptive** – describes what you are doing in the community as well as your observations based on your interactions and conversations with community members. “Week in Review”
 - Overview of your experience and observations; patterns you are encountering in your everyday setting.
 - Mapping out relationships among the people you are observing and interacting with
- **Analytical** – where you relate what you are experiencing in the field ***to readings, classroom discussions, library research, and instructor feedback.***
 - Lay out your ideas about what you are observing in the community and experiencing
 - Pose questions and problems related to what you are seeing and experiencing. Identify related issues.
- **Journal** – chronicles how you feel about and perceive your relations with others around you. Contemplate how people perceive you and your role with the community partner. Helps you deal with emotions that can make fieldwork challenging and often times difficult. All journal entries will be treated and held as confidential.

Questions prompts will be posted on WebCT Vista prior to each reflection entry deadline. These questions can be used as a guide to help you flesh out your structured reflections.