

Community Involvement Honors (SOW 2054H)



Course Syllabus SPRING 2017

EFSC – Melbourne

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Office Hours: See CANVAS

Required Text: To be determined once theme of class is chosen.

Supplemental Texts: Readings to supplement service-learning experience (periodicals, articles, etc.) as well as classroom discussions and activities. Instructor will provide copies of these readings.

Course Description: Honors Community Involvement provides the Honors Program student with a unique opportunity to examine community service, citizenship, and leadership through both practice and critical reflection. Completion of this course will satisfy the community service requirement for those seeking an Honors Program Diploma.

This course will examine volunteerism, community service-learning and citizenship from theory to reality. It is *unique* in that it is learning and student centered. Class members will have significant input in the curriculum from an experiential and research perspective. The syllabus serves as a generic “road map” for the course – one that can take many paths, detours, and pit stops if necessary (like life!) while still leading to destinations expected and unexpected. It also reflects specific assignments involving a journal, an interview, a survey and a final examination that can be applied to any social problem. What it does not specify is: the class topic, text, readings and guest speakers, field trip destinations, a calendar of assignment due dates, or the specific format of the final. These are decisions which are made by the class as a group with the instructor serving as a resource for transportation, clerical support, an administrative and community contact, selector of appropriate readings and any other assorted miscellaneous duties associated with the topic or demands of the given class.

Students are required to participate in a service-learning experience for a minimum of 32 hours at a placement site. The Center for Service-Learning will handle placement and provide the

necessary documentation forms. Failure to complete the requisite 32 hours will result in an incomplete grade if other grading criteria have been met.

This is a Gordon Rule class that has a multiple writing assignment requirement. Not satisfying this requirement will result in automatic failure of the course. Scholarly writing skills are expected in conjunction with written assignments.

Course Objectives:

To develop a personal understanding of service, citizenship, leadership, and cultural diversity through critical reflection and action. Honors students will be guided to develop a commitment to full participation in the life of their communities and in determining their leadership roles in The community. The course will use the Honors Program” Distinguishing Characteristics” to offer an interdisciplinary approach in putting theories into practice.

Evaluation Criteria:

1. Documentation of service experience
2. Completion of and quality of planning and reflective written instruments
3. Class participation and verbal reflection

Grading:

Grading is based on a point system. There will tentatively be 990 points available this semester. Your grade will be based on how many points you earn out of 990. For example, if you earn 830 out of 990 then your grade will be 84% or a “B”.

Course Evaluation

| | |
|--|-------------------|
| The Service Experience | 250 points |
| 1. Service Hours completed | 200 |
| 2. Final Performance Evaluation | 50 |
| Reflective Written Work and Verbal Reflection | 690 points |
| 1. Journal | 150 |
| 2. Scrapbook page | 50 |
| 3. Text presentation | 100 |
| 4. Reading /activity assignments (tentatively up to) | 140 |
| 5. Final Exam Service Project | 150 |
| 6. Client interview | 50 |
| 7. Class participation/attendance | 100 |
| TOTAL (tentative)* | 990 |

*There is the possibility of the addition of a few small assignments or some of the above assignments may be deleted. **It is the responsibility of the student to monitor CANVAS for all grades and attendance.**

Miscellaneous Information

The grading scale for this course is

90-100 = A

80-89= B

70-79= C

60-69= D

Attendance is especially important in this class as you will be working as a group. Absences without official documentation (medical, court, etc.) are considered to be unexcused. Attendance is also tied to class participation and is worth 50 points. Please do not be late. **Every 2 tardies counts as one absence.**

| Unexcused Class Days Missed | Maximum Points Possible |
|-----------------------------|----------------------------|
| 0-1 | 50 |
| 2 | 25 |
| 3 | 0 |
| 4 or more | AUTOMATIC FAILURE OF CLASS |

Participation is based on your contributions to the class. Contributions include being on time for activities, taking initiative, willingness to volunteer for tasks, taking responsibility and communication with group members and professor throughout the term. Participation is worth 50 points.

Written responses for readings may be in ink. All other written work should be typed.

Specific guidelines and grading criteria for survey, needs assessment report, client interview and final presentation will be provided and discussed at a subsequent class date. **It is important to note that late work will not be accepted.**

Withdrawals – The student is responsible if he or she wishes to withdraw from the course. Failure to do so will result in an “F” grade being assigned. Last day to withdraw with a grade of “W” is March 9, 2017.

Dear Spring 2017 Honors Community Involvement Class:

I want to thank you for enrolling in this course. I do not know what adventures await you and me throughout this semester but I do know why I love teaching this class:

I get to be a student too!

I get to learn things about my community and yet I am a lifelong resident.

I get to work with motivated, enthusiastic, caring people.

I get to read new books usually best sellers.

I get to watch you grow intellectually, emotionally and socially.

I get to meet new people and discover new resources within Brevard County.

I get to share your volunteer experience with you by hearing your stories and reading your journals.

I never know the direction that the class will take.

I've never been disappointed in teaching this class.

I get to bond with you individually and as a class.

I get to share my great class experiences with my colleagues who look on with envy!

I get a sense of being a part of the Brevard County Community.

I get to give back.

I get to have fun.

I get to watch your confidence grow with your sense of empowerment as you accomplish the tasks associated with our service project.

I get to study social problems in depth.

You challenge me to step outside of my comfort zone.

Perhaps the best thing about teaching this class is that students who enroll in my class share my motivations for wanting to teach it.

Looking forward to see how the semester unfolds....

Ms. Baratian

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COURSE OUTLINE/TOPICS



The social topic for this class is yet to be determined. However, throughout the semester the following objectives will be addressed:

- Introduction to Service-Learning
- The Community Service Project
- Information Gathering and Research Methods
- Assessing and Researching Community Assets and Needs
- Effective Leadership Skills
- Reflection Assessing
- Opportunities for Community Involvement and Citizenship
- Obstacles to Community Involvement
- Issues in Service and Community Diversity
- Integration of the Experience With the Rest of Your Life
- Developing, Implementing and Evaluating Community Projects
- The Community Service Project and Its Future

To provide an idea as to what kind of class experience can be expected, please see the next page as I've provided a sample of a calendar/schedule from a previous semester. See next page.

HONORS CALENDAR FOR SPRING 2010 *This class relies heavily on group work and communication; please make sure you frequently check your ANGEL account for announcements.

January 12, 2010 – Introductions. Course overview. Syllabus. Brainstorming session.

January 19, 2010 – Substitute, Mr. Roger Henry. Brainstorming session and placement at CSL.

January 26, 2010- Service-site updates, question/ answer session/collect confirmation placement forms/ Possible text book discussion. Read “3 Wondrous Answers” for Homework and answer questions. Worth 20 points and due next week. Possible guest speaker next week. Scrapbook discussion.

February 2, 2010- **Guest Speaker Betty Ann D’Anna**, Life Enrichment Coordinator for Southland Suites. *Please take notes and journal in your journals regarding today’s speaker!* Collect homework. Discuss book suggestions.

February 9, 2010 – Thank you notes for Mrs. D’Anna, Scrapbook pages. Q/A session. **Guest speaker Mr. Andrew Walters** from TRIAD, an organization that addresses the needs of the elderly including abuse cases. *Please take notes and journal in you journal regarding today’ speaker.* Text book discussion.

February 16, 2010 – BOOKS!, Guest Speaker Mr. Andrew Walters from TRIAD. *Please take notes and journal regarding today’s speaker.*

February 23, 2010 –Discuss possible reading assignments. **Guest Speaker Janet Steiner**, Director of Education and Information at Joe’s Club. *Please take notes and journal in you journal regarding today’ speaker.*

March 2, 2010 – Thank you notes. Brainstorm potential final exam service projects. Discuss fieldtrip to Joe’s Club. Text assignment and due date.

March 9, 2010 – *Tuesdays With Morrie*. Discuss final exam project. April 10 looks good for our final! Also, we can go to Joe’s Club either the 16th or the 23rd.

March 16, 2010 – *Tuesdays With Morrie*, Discuss April 10 – see other sheet.

March 23, 2010 – Joe’s Club, music with Nick and speak with Clarisa. Be there at 1215. Interactive or sit down. Typed questions due for 20 points.

April 6, 2010 – Losing My Mind Assignment due. Discuss upcoming barbecue. Volunteer needed for April 20. Other issues?

April 13, 2010 - Debriefing from Final Exam Service Project, pictures, etc. Evaluations of CSL and class. Thank you note for donations. Discuss end of term. Prepare 5 typed questions for guest speaker for next class. Other questions?

April 20, 2010 – **Guest Speaker Terry Jones** from St. Francis Hospice

April 27, 2010 – Journal/SHOAT/Final performance evaluation due! Worth a total of 400 points!

Service-Project Examples from Past Honors Community Involvement Classes

SPRING 2015

This class chose to investigate the various organizations that serve the elderly of Brevard County. My students individually volunteered at service-sites such as Joe's Club, Meals on Wheels, and the Veterans Administration to see first-hand the challenges facing our elderly population. As part of their final examination service project, they partnered with Brookdale Senior Living, a local assisted living facility and planned a special activity day for the residents. Their goal was to beautify the facility by decorating and enhancing a tire garden for the facility. They also wished to treat the residents to an afternoon of entertainment coupled with an old fashioned ice cream social!

The event was a huge success. Donations came in from students, faculty members, local businesses, and individual neighborhoods. My students and I came together on April 17, 2015 to weed, mulch, plant, trim, SWEAT and beautify the garden. We also had the unique opportunity to lunch with the residents and then host our ice cream social complete with games, prizes and dance. The experience was eye opening as to physical, psychological and social needs of Brevard's elderly population. My students also gained a true lesson in event planning, marketing, leadership, and teamwork.

Class members were exceptionally ambitious that semester and felt that they had more to offer the community so they actually completed a *second* landscaping project at the Brevard Alzheimer's Foundation.

FALL 2015

Students decided to investigate the various social services that serve those who have been harmed (directly and indirectly) by the devastating effects of substance abuse. As part of their final examination service project they partnered with Crosswinds Youth Services, the *only* local counseling center/shelter for runaway teens, at risk youth, and their families. Sadly, many of the youth who stay at the center have suffered the social fallout associated with addiction. My students wished to help the teen residents by conducting a drive to generate much needed toiletries and school supplies.

The project was a huge success. The drive spanned from November 1 through November 19 and donations came in from students, faculty members, local businesses, and individual neighborhoods. The experience was a true lesson in event planning, marketing, leadership, and teamwork. It also heightened my students' awareness of the wonderful, giving nature of our community.

Since substance abuse can lead to homelessness, the students also decided to devote a day of service to the "Daily Bread" a local soup kitchen. The entire class came together to serve food, wash dishes and offer cheerful faces to those in need.

SOW 2054H
JOURNAL OF COMMUNITY INVOLVEMENT
INTEGRATING YOUR EXPERIENCE WITH LIFE



The 32 hours that you devote to community service will hopefully be very meaningful to you. As an instructor, the only way I can measure what you received from this experience is by you describing it for me. A personal journal serves as an excellent measurement tool. As you volunteer your time and document your experience, please use the following guidelines to write the final draft of your journal.

1. Try to document your thoughts, impressions, and actions etc. within 24 hours of having worked at your site. It is very difficult if not impossible to remember details of events and thoughts a week or more after they have occurred.
2. Whenever the class has a guest speaker or a fieldtrip be sure to journal what was learned through the experience.
3. Upon completing your 32 hours, prepare a 1,500 *word* paper based on your experience with your site. This paper should include the following:

PART A

Cover page:

NAME
COMMUNITY INVOLVEMENT (SOW 2054H JOURNAL)
NAME OF YOUR SERVICE-LEARNING SITE
ADDRESS OF SITE
DATE PAPER IS SUBMITTED

PART B

In the introduction to your journal, describe the purpose of your service site. For example what are its goals? What community needs does it meet and who does it serve? Explain how the classes' community project goals fit in with this agency. Also address what your PERSONAL, service, leadership and citizenship goals are by your participation in this organization.

PART C

This section of your paper should be a daily (dated) description of your duties, thoughts, actions, experiences and feelings about your volunteer experience.

PART D

The conclusion of your paper should be devoted to integrating your experience into your life. Please address the following:

- A. Do you feel that the goals of the class project were achieved? Why or why not and give examples.
- B. How have you changed because of this experience? Please address this from the following perspectives:
 - as a citizen
 - as a leader
 - as a person
- C. How do you feel you that you have made a difference in the community?
- D. After spending the semester investigating the topic of _____, what are your impressions of the *best way (or ways)* to address the problems associated with _____.

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JOURNAL EVALUATION

*See instruction sheet in syllabus for greater explanation of these criteria.

1. Introduction addresses :
Purposes and goals of service site
Community needs
Integration of your site with class community project _____ 30 Points

 2. Dated daily log of duties, thoughts, experiences,
& guest speakers _____ 40 Points

 3. Conclusion addresses:
A. Your belief regarding achievement of class project goal
B. Personal change as a citizen, leader and as a person
C. Personal contribution to community
D. Impressions of how to best address issue _____ 50 Points

 4. Spelling, grammar, format, & word count _____ 25 Points

 5. Other _____ 5 Points
- _____ 150 Points

INTERVIEW INSTRUCTIONS/CRITERIA

1. Interview a client, supervisor, volunteer or employee at your volunteer site.
2. Please structure your interview around the following questions.
 - A. How did you get involved with this organization?
 - B. How long have you been involved with this organization?
 - C. Can you explain the different services provided to clients at your site?
 - D. In your view, what are the biggest obstacles or challenges facing the success of the organization?
 - E. In what ways has your organization been successful?
 - F. Personal stories you might wish to share regarding your experience in working at this site.
 - G. Advice for anyone seeking to enter this field of work?
 - H. What is the best aspect of working here?
 - I. What do you find most frustrating?
 - J. As the interviewer, what did you learn through the interview and how can you apply that information to some aspect of your daily life?
3. Paper should be in an essay format with fully developed paragraphs. (First paragraph should provide a brief introduction of the person.) Paper should be double-spaced and a minimum of 750 words. Proofread for grammar and spelling!
4. Paper should have a cover sheet which has the following information in centered format:

Name of person interviewed
Title
Address of volunteer site
Date interview took place
Your name
5. Assignment is worth 50 points and is due _____.

SAMPLE OF SCRAPBOOK ASSIGNMENT

1. As a group, put together a Power Point scrapbook of our class.
2. Each student will be required to design **3 slides** reflective of their experience at their service site.
3. The following information should be included on this page:
 1. A paragraph about your site and your experience at the site. Incorporate what the experience has taught you about Brevard County's, resources, efforts, regarding " _____ " etc. (Please type this info.)
 2. A photograph of you with clients or fellow volunteers at your site.
 3. Some personal art expression which reflects your experience. A sketch perhaps, a drawing, a poem **but it must be something you have created.**
 4. Include 1 paragraph/quote from your interview which addresses " class topic " issues/needs/efforts in Brevard County on your page. (Please type this info. Quote your source and identify their title.) Explain why you felt this information is important.
 5. Creativity is encouraged and required!
4. Final page of scrapbook will include photographs of our experience together at our final project

Scrapbook page is worth 50 points.

Must email these slides to _____.

Final scrapbook in its entirety is to be completed by:_____.

***IMPORTANT ADDENDUM TO SYLLABUS – Please read.**

*Student Athlete and Collegiate Representatives are REQUIRED to follow the published EFSC policy regarding notification and absences. Please note that I am NOT required to excuse your absences unless you comply with the policy.

*If the observance of a religious holiday interferes with attendance, class work assignments, examinations or class activities, you must notify me the first week of class. You are responsible for material covered during this absence.

*Faculty at EFSC are innovative and may utilize additional resources and technology (including recording devices) above and beyond the required course materials to enhance the instructional experience. EFSC strives to provide equitable access at the same academic and instructional level for all students and is committed to ensuring access for students with documented disabilities. A person with a disability may qualify for reasonable accommodations. SAIL (Student Access for Improved Learning) ensures that reasonable accommodations are provided for students with documented disabilities that significantly impact major life functions. While personal services and personal aides cannot be provided, reasonable accommodations will be arranged to assist a student with a disability based on documentation provided by the student. For more information about accommodations and the resources available to students with disabilities, students are encouraged to go to the website or visit a SAIL office on any campus.

*Eastern Florida State College is committed to providing a safe and productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual Misconduct — in any form, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking — is prohibited at EFSC.

Our school encourages anyone experiencing Sexual Misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately. For more information about your options, please visit: <http://www.easternflorida.edu/our-campuses/campus-security/titleix-sexual-misconduct/> (Links to an external site.)

Our school is legally obligated to investigate reports of Sexual Misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

Faculty and staff are also required by the college to report incidents of Sexual Misconduct and thus cannot guarantee confidentiality. EFSC officials must be provided with any relevant information.