

## Discovery Civics/Service/Teamwork

Fall 2016, IGED 280 - 06 (CRN# 13066)

Tuesdays and Thursdays 2 – 3:20 PM, Building 44, Room 212

Instructor: **Stefeni Stallworth, PhD** E-mail: [sstallworth@udc.edu](mailto:sstallworth@udc.edu) Office Hours: **By appointment**

### Course Description

In this course students will enhance their understanding of rights, liberties, and the intrinsic value of all persons living in a free society through analyses of current events, discussions, and selected readings. A service learning methodology exposes students to the importance of civic responsibility, community service, and teamwork. Students are required to provide 15 hours of volunteer service at a community organization of their choice.

### Student Learning Outcomes:

IGED Discovery Civics Learning Outcomes	How Learning Outcomes will be achieved in this class
Describe the skills required for active, community membership at the local, national, and global levels.	Selected readings, class discussions, written reflections on various occurrences locally, nationally, and globally, and group assignments.
Describe institutional structures, powers, and practices of government at all levels and their impact on various populations.	Examine institutional structures, powers, and practices of government at all levels as they pertain to the voting process. In addition, students will engage in reading and discussing contemporary occurrences as they pertain to the U.S.A. Nov. 2016 presidential election.
Define and articulate the concepts of “public good” and “public goods” and the responsibility of persons to contribute to each by engaging in community oriented community service activity.	Selected readings, class discussions, written reflections, and completion of 15 hours of volunteer service project at a selected community organization.
Specify the rights, liberties, and intrinsic value of all persons living in a free society	Selected readings, class discussions, analyses of various occurrences pertaining to various populations locally, nationally, and globally.

## Required Materials

**Text:** Cress, Christine, Peter Collier, Vicki Reitenauer, and Associates. *Learning through Serving: A Student Guidebook for Service-Learning and Civic Engagement across Academic Disciplines and Cultural Communities*. ISBN# 13: 9781579229900

**Additional readings** may be **required** throughout the semester as posted and/or linked on the course Blackboard website.

**All students** are required to access this course via UDC's Blackboard at least once a week, as well as, submit assignments on or prior to due dates.

## Course Activities

This is an interactive course in which students will experience class discussions, selected readings, exams, group presentations, and 15 hours of volunteer service. Students are required to attend class when in session, submit high quality assignments on time, and participate in course discussions and any other assigned activities.

## The Final Grade Consist of:

Attendance	90 points (30%)
Group Presentation	50 points (16%)
<b>Midterm</b>	<b>50 points (16%)</b>
<b>Volunteer Service Experience</b>	<b>45 points (15%)</b>
Volunteer Service Presentation	25 points (8%)
Blogging/Journaling	25 points (8%)
<b>Voting Quiz</b>	<b>25 points (8%)</b>
<b>Final Exam Essay</b>	<u>15 points (5%)</u>
	<b>320 points</b>

## CALCULATING THE FINAL GRADE

The final grade will be determined by the accumulation of total points earned from assignments divided by the total number of points possible

Grading scale:

90 – 100% = **A**   80 – 89% = **B**   70 – 79% = **C**   60 – 69% = **D**   59% or less = **F**

**Note: An A is an exceptional grade for an exceptional performance in the course. This includes attending class daily, coming to class prepared, as well as, turning in high quality assignments on time throughout the semester.**

### **Class Policies**

1. **In-Class Participation** – Come to class prepared and ready to contribute. Have your homework completed so that our in-class time will reinforce your assigned activities. This requirement also includes being respectful of others, as well as participating in the following activities: in-class work, peer-activities, class discussions, group activities, presentations, and one-to-one conferences. Note that **“in-class” activities cannot be made up**. Come to class regularly to avoid missing the benefits of participation.
2. **All assignments are expected to be submitted on Blackboard (as MS Word documents) on or before the due date unless there is a legitimate reason otherwise**. You are responsible for timely submission of assignments even if you are, or plan to be, absent from class. Remember your due dates. **Late assignments will not be accepted**. (If, for technical reasons why a paper could not be submitted on time, such as Blackboard “outages”, *temporary* submission of a hard copy will be accepted.) Please refer to the Course Schedule at the end of the syllabus for assignments and due dates.
3. **Attendance Policy** – Students are expected to attend all scheduled classes for which they are officially registered, including the first and last scheduled meetings and the final examination period. If a student finds it necessary to be absent from class because of illness or other personal reasons, the reason for the absence should be reported to the instructor. This courtesy documents the instructor’s record and in no way excuses the absence, nor does it relieve the student of the responsibility for assignments covered during the period of absence. Participation in official UDC activities, personal emergencies and religious observances are deemed valid reasons for absences. Work missed as a result of these excused absences must be made up within **two weeks of the original due date**. In the event of excessive absences by the student (**three (3) or more absences**), the instructor will determine whether the student’s absences preclude completion of the course requirements and will notify the student.
4. Lastly, **tardiness is disruptive to the learning environment**. If you are unavoidably late, please enter the classroom discreetly and quietly. Like excessive absence, excessive tardiness also affects your learning. In fact, excessive lateness may also be counted as absence.
5. **Inappropriate Conduct in the Classroom** – The following are considered unacceptable behaviors on the part of students enrolled in the course and will not be tolerated in the classroom:
  - Eating and drinking.
  - Listening to headphones.
  - Using cell phone during class. **This includes receiving calls and/or text messaging**.
  - Leaving and reentering the classroom repeatedly.
  - Conducting personal conversations with classmates while the class is in session.
  - Interrupting the instructor with outburst comments.
  - Derogatory comments directed at the instructor or students.
  - Minors and uninvited guests in the classroom.

If uncertain about what is “inappropriate” conduct, refer to the *University of the District of Columbia: Code of Student Conduct* at [www.udc.edu/student\\_affairs/conduct.htm](http://www.udc.edu/student_affairs/conduct.htm).

Course Assignments Schedule

Date	Activities and Assignments	Homework and Writing Assignments
<b>Week 1</b>		
Aug 22	Introductions	
Aug 24	Discussion Pre-test	
<b>Week 2</b>		
Aug 29	Review Syllabus	
Aug 31	Lecture: What is Civics? Group Assignments	
<b>Week 3</b>		
Sept 5	<b>Labor Day</b>	
Sept 7	Lecture: Political Socialization	Begin readings in Articles for ALL Folder posted on Blackboard under course content tab
<b>Week 4</b>		
Sept 12	Group Presentation Guidelines	Continue reading
Sept 14	Discussions of articles	Work on Group Presentation
<b>Week 5</b>		
Sept 19	Begin Group Presentations	
Sept 21	Group Presentations Cont.	
<b>Week 6</b>		
Sept 26	Group Presentations Cont.	
Sept 28	Group Presentations Cont.	
<b>Week 7</b>		
Oct 3	Group Presentations Cont.	
Oct 5	Group Presentations Finish	Read <b>Volunteer Service Write-Up</b> Guidelines
<b>Week 8</b>		
Oct 10	<b>Columbus Day</b>	
Oct 12	<b>Midterm</b>	<b>Read Ch. 1</b> We Are Service Learning and Civic Engagement

<b>Week 9</b> Oct 17	Discuss Ch. 1 <b>Discuss Volunteer Service Paperwork</b>	<b>Read Ch. 2</b> Building and Maintaining Community Partnerships
Oct 19	Discuss Ch. 2	<b>Read Ch. 4</b> Groups are Fun, Groups are not Fun
<b>Week 10</b> Oct 24	Discuss Ch. 4	<b>Read Ch. 5</b> Creating Cultural Connections
Oct 2	Discuss Ch. 5	
<b>Week 11</b> Oct 31	<b>Submit Volunteer Service Paperwork</b>	
Nov 2	<b>Begin Volunteer Service</b>	<b>Respond</b> to Blog post on Blackboard by 11:59 pm Friday Nov. 4, 2016
<b>Week 12</b> Nov 7	Volunteer Service cont.	Begin Volunteer Service Write-Up
Nov 9	Volunteer Service cont.	<b>Respond</b> to Blog post on Blackboard by 11:59 pm Friday Nov. 11, 2016 <b>Read Ch. 6</b> Reflection in Action
<b>Week 13</b> Nov 14	Discuss Ch. 6	<b>Read Ch. 9</b> Failure with the Best of Intentions
Nov 16	Discuss Ch. 9	Respond to Blog post on Blackboard by 11:59 pm Friday Nov. 18, 2016
<b>Week 14</b> Nov 21	<b>Volunteer Service</b>	<b>Read Ch. 10</b> Expanding Horizons
Nov 23	<b>Volunteer Service cont.</b>	<b>Respond</b> to Blog post on Blackboard by 11:59 pm Sunday Nov. 27, 2016
<b>Week 15</b> Nov 28	<b>Presentations Volunteer Service</b>	Submit completed Volunteer Service Write-Up on Blackboard by 11:59 pm Wed. Nov. 30, 2016.
Nov 30	<b>Presentations cont.</b>	<b>Respond</b> to Blog post on Blackboard by 11:59 pm Friday Dec. 2, 2016
<b>Week 16</b> Dec 5	<b>Presentations cont.</b>	
Dec 7	<b>Finish Presentations</b>	<b>Submit Final Exam Essay</b> to Blackboard by

	<b>Last Day of Class</b>	11:59 pm <b>Friday Dec. 9, 2016</b>
<b>Week 17</b>	<b>Final Exam Week</b>	

### Student Resources

- All sources must be cited, in-text parenthetical and on a works cited page. Guidance on how to compose citations can be found in the *Publication Manual of the American Psychological Association*, (6<sup>th</sup> Ed). An abridged, online version of the guide can be found at: <https://owl.english.purdue.edu/owl/resource/560/02/>. The UDC writing center has created an online tutorial for composing citations. Contact the writing center for more details.
- NO sources for any paper can be from the Internet, except if the site itself is the subject of the paper—for example the Bureau of Labor and Statics—and/or if the site lists statistics that cannot be found in printed form.
- Students must take all written work to the Academic Support Center  
Academic Support Center  
Office: Bld. 39, Rm. 111  
Website: [www.udc.edu/asc](http://www.udc.edu/asc)

To make an appointment: Call 202-274-5938 or E-mail [asc@udc.edu](mailto:asc@udc.edu)

Hours: Please call the office for exact hours

### Incompletes

No grade of Incomplete will be given for the class, except in the case of extreme emergency. The student's grade in the course must be 70% or higher. The student **MUST** request an incomplete grade in writing three weeks prior to the end of the semester. The professor will review the request and decide whether or not to grant the request. A request is not a guarantee.

### Academic Integrity

**Policy On Plagiarism** - Plagiarism is considered an act of academic misconduct. Any evidence of *plagiarism* on a paper will result in an "F" for the paper and may result in an "F" for the course and/or disciplinary action through established UDC policy. Though the issue of plagiarism will be discussed at length during the semester, from the beginning, it is expected that all students understand and acknowledge that submitting the work of another as though it were their own is not allowed. This includes cutting and pasting online material into a paragraph or essay, even if the student's intention is to put this information into their own words.

### Equal Opportunity, Affirmative Action, and Sexual and Racial Harassment

UDC actively subscribes to a policy of equal opportunity in education. It is the UDC policy that sexual harassment and racial harassment of students, staff, and applicants for admission to the University are prohibited. For further details see the UDC student handbook.

### Statement on Americans with Disabilities Act Procedures

The University is committed to providing an educational environment that is accessible to all students. If any student requires assistance, support services, or verification of a disability, then he or she should please visit the

Office of Services to Students with Disabilities: 202-274-6000 or 202-274-6152 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations. Students should then present this letter to the instructor *within two weeks of the beginning of the semester*.

**Disclaimer**

The instructor of this course reserves the right to change appropriate course content areas of this syllabus and to provide students with notice of the change in a reasonable timeframe.