

**URBS 230W – *Community Leadership and Service Learning***  
Fall 2009, Online

**Instructor:** Bob Hugg **E-Mail:** Robert.Hugg@MNSU.edu  
**Office Hours:** By appointment  
**Office Location:** 106 Morris Hall **Phone:** 389-1714

**Course Overview:**

This course is an exploration of community leadership in its various forms. Through readings, discussion, hands-on activities, guest speakers and selected writing assignments students will experience and share the dynamics of community leadership. Emphasis is on helping the student experience and assimilate newly gained knowledge of community leadership, and find rewarding and satisfying ways to participate as community members. This course merges the experience of performing within the “live” community (**service learning**) with appropriate and timely selected leadership readings in an instructor facilitated, mentored and supervised setting. In essence, the students explore the meaning of *community* and *leadership* concepts as they relate to each other in a fun, informative, and dynamic setting.

**Instructional Strategy:**

This course is built on the premise that you are responsible for your part in our shared journey; you are responsible for attending, participating and owning a willingness to learn. My role is to guide, facilitate, encourage and provide thought provoking opportunities. Simply put, my professional-educator role is to open doors for you to walk through and explore in a safe learning environment. My personal-professional goal is to introduce you to worlds of thoughts, opportunities and challenges you will probably not have experienced before, and in so doing provide a degree of mentorship that will encourage you long beyond this class or your college experience.

**Learning Outcomes:**

Students will demonstrate competency in knowledge, skills, and abilities as related to both service learning and community leadership:

**Community Leadership**

1. Understand and experience leadership in a community organizational setting
2. Understand and experience the challenges and rewards of community leadership
3. Understand the historical and cultural underpinnings of community leadership
4. Articulate through discussion and writing community leadership experiences gained in this course

**Service Learning**

1. Understand and experience the challenges of service learning
2. Understand and experience the rewards of service learning
3. Understand and experience the value of service learning to the individual, the organization, and the Community
4. Articulate through discussion and writing service learning experiences gained in this course

**Required Text:** *The Civically Engaged Reader* (2006)

Edited by Adam Davis and Elizabeth Lynn.  
Chicago: The Great Books Foundation.

## Your Online Learning Experience – What To Expect in this Course:

**This is an online course and it will require a different level of both awareness and motivation on your part to get the most out of this course.** While all assignments, with details and due dates, are listed both in this syllabus and the course calendar, additional details and interesting materials (including extra credit opportunities) to help you throughout this course will periodically appear on Desire2Learn (**D2L**). ***Each week something new will open up on D2L*** – short videos, extra credit opportunities, discussion boards, helpful hints – anything may appear any week. Once an item appears it will remain visible, but may not necessarily be accessible for the duration of the course (extra credit opportunities, for example will only be available for a few days or a week). ***It is important that you check D2L often to make the most out of these opportunities.*** You will be part of an online community during this course – lean on each other and you will find it easier and more fun – and rewarding! As an example, if a member of your online community spots a new extra credit opportunity it would be an excellent community action to let the others know! If you are new to D2L here are some key terms/functions you may wish to explore soon:

**Drop boxes:** All writing assignments (both draft and final) will be submitted by you into a drop box – they are all clearly labeled to let you know which assignment goes in which drop box.

**Chats:** Because chats are live and require you to be online and participating at a specified time, there *are no chats* for this course. I believe flexibility and convenience are strong points of online courses, and a scheduled function (such as chats) decrease the flexibility because they require you to be “online in the course” at a time that may not be convenient for you. We use discussions, instead, because they are more flexible and open-ended.

**Discussions:** Periodically a discussion opportunity will appear; once open it will stay open for the remainder of the course. Discussions are open-ended so that you may respond to a question or idea I post. ***These are not chats and are not live*** – they are designed that way so that you may participate at a time that is most convenient for you. **You earn points for participating in discussions, so please plan on doing so.** I will read all posts and may or may not respond. Some things to remember (think of these as rules of the road or online etiquette): please be respectful – no name calling or vulgarity. Feel free to rant in your posting (remember – no vulgarity) if it helps you talk about what you want to talk about.

**Tests and Quizzes:** *There are no tests or quizzes in this course* – together we will explore what we want to through discussions, readings, written assignments, materials I put on D2L for you to explore and...extra credit opportunities.

**News:** On the D2L course homepage there is a section for news. Periodically I may post some news there or an item of interest...I may even let you know that a new extra credit opportunity has just appeared!

### Requirements:

In order to effectively explore these topics this course will be a union between online-classroom and field experiences. ***The key requirements for this course are an open mind, a willingness to discuss new concepts, and the desire to grow.*** Each Student is required to fulfill the following requirements in order to pass this course:

**Service Learning:** Each student must complete at least **30 hours of service learning** at a community organization or organizations. This gives each student the opportunity to not only participate, but to observe, analyze and understand how community service organizations

function. To compensate for this requirement, course assignment and participation time will be reduced (see course calendar).

**Council Meeting:** Each student must attend a council meeting during this course. The meeting may be a city council, planning commission, student senate, sorority, fraternity, recognized club (rotary, Lions, etc) council meeting, etc – any formal, structured meeting that an organization schedules on a recurring basis for a specific purpose.

**Classwork & Peer Edit of Written Assignments:** We will discuss textbook readings through discussions and we will peer-edit each others draft writing assignments (**the 4 papers but not the journal**). (**You earn participation points by peer-edit of other students draft papers**) *This peer-work is an important part of the learning in this course.* The peer edit process is:

- Using the rubric I provide as a guide (on the contents tab in D2L) **review 2 papers** and give feedback to the author either through using track changes function within MS Word or through adding comments on the last page of the draft paper (be sure to add your name as the reviewer with your comments). Before the draft paper drop box close date I will read all draft papers so I can award peer edit points. **The draft drop box will always close the day before the final version of the paper is due.**
- Each paper must be reviewed by 2 people – that way each author receives the benefit of other authors.

#### **Written Assignments:**

Writing is a wonderful means to explore your experiences and articulate the meaning to others. There are **five** different writing projects which will give you the opportunity to practice writing and learning to “tell your story”. You will be assigned to a peer-edit writing group; you will review the writings of your group and they will review your writings in an atmosphere of mutual aid and friendship. After the peer-edit process you will revise your work based on your peer group recommendations and submit the writing to me for grading. Please use MLA standard style for your writings. The assignments will be discussed in-depth through handouts attached to this syllabus and material posted on D2L a brief description of each follows:

- 1. PAPER 1 – What do I value about my community?**
- 2. PAPER 2 – A Speech**
- 3. PAPER 3 - What was my experience at a council meeting?**
- 4. PAPER 4 – What was my Service Learning experience?**
- 5. A written journal of your service learning experiences/class reflection topics**

Written reports are expected to be free of grammatical, spelling, and content errors. They should be submitted in typewritten, standard formats (MLA). Please familiarize yourself with the University’s Academic Honesty Policy; **plagiarism is a serious breach of academic behavior and will result in an F for the course.**

#### **Timeliness and Class Participation:**

It is your responsibility to complete your coursework in a timely fashion, interact with your community organization mentors, and engage in the class discussions. If there is an emergency which requires you to miss class, please contact me **immediately**. **ALL WRITING ASSIGNMENTS ARE DUE ON THE DATE LISTED IN THE COURSE CALENDAR.** *I will give partial credit for assignments that come in during the next class period; assignments posted after that will not earn course credit unless there is a prior agreement.*

**Grading:**

There are 100 points for the course, divided as follows:

	<b>Points</b>
PAPER 1	10
PAPER 2	10
PAPER 3	10
SERVICE LEARNING PAPER	20
JOURNAL	10
READINGS/DISCUSSIONS (6 x 3 pts each)	18
Peer Edit Points (3 points for each paper)	12
FINAL EXAM	<u>10</u>
	<b>100</b>

**100-90 = A      89-80= B      79-70 = C      69-60 = D      Under 60 = F**

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please contact us as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at 507-389-2825 (V) or 1-800-627-3529 (MRS/TTY).

<b>URBS 230W ONLINE COURSE CALENDAR – FALL 2009</b>	
<b>DUE DATE FALL 2009</b>	<b>ACTIVITY/HOMEWORK/READINGS TO BE DISCUSSED</b>
Not Later Than 8-30	<b>VIDEO: COURSE OVERVIEW AND WELCOME</b> <b>VIDEOS: WRITING BASICS, INTRO TO PEER REVIEW PROCESS</b> <b>VIDEO:INTRO TO PAPER 1</b>
Not Later Than 9-06	<b>VIDEO: INTRODUCTION TO COMMUNITY LEADERSHIP</b> <b>VIDEO: INTRODUCTION TO SERVICE LEARNING</b> <b>PAPER 1 – PEER GROUP EDIT - DRAFT DUE IN DROPBOX</b>
Not Later Than 9-13	<b>PAPER 1 FINAL VERSION DUE IN DROPBOX</b> <b>VIDEOS: INTRO TO PAPERS 2, 3 and 4</b>
Not Later Than 9-20	<b>SERVICE LEARNING PLAN DUE IN DROPBOX</b> <b>DISCUSSION - LEADERSHIP, COMMUNITIES, ETHICS AND EXPECTATIONS:</b> <b>WHAT WE VALUE AND HOW WE PROTECT IT</b>
Not Later Than 9-27	<b>S/L WORK DAY – NO CLASS ASSIGNMENTS!</b>
Not Later Than 10-4	<b>PAPER 2 PEER GROUP EDIT - DRAFT DUE IN DROPBOX</b> <i>DISCUSSION OF READING SET 1</i>
Not Later Than 10-11	<b>PAPER 2 FINAL VERSION DUE IN DROPBOX</b> <i>DISCUSSION OF READING SET 2</i>
Not Later Than 10-18	<b>PAPER 3 PEER GROUP EDIT - DRAFT DUE IN DROPBOX</b>
Not Later Than 10-25	<i>DISCUSSION OF READING SET 3</i>
Not Later Than 11-1	<b>PAPER 3 FINAL VERSION DUE IN DROPBOX</b> <i>DISCUSSION OF READING SET 4</i>
Not Later Than 11-08	<b>S/L WORK DAY – NO CLASS ASSIGNMENTS!</b>
Not Later Than 11-15	<i>DISCUSSION OF READING SET 5</i> <i>DISCUSSION – LEADERSHIP LESSONS LEARNED</i>
Not Later Than 11-22	<b>PAPER 4 PEER GROUP EDIT - DRAFT DUE IN DROPBOX</b> <i>DISCUSSION OF READING SET 6</i>
Not Later Than 11-29	<b>PAPER 4 FINAL VERSION DUE IN DROPBOX</b> <i>DISCUSSION – S/L PAPERS LESSONS LEARNED</i> <b>COMPLETED SERVICE LEARNING CONTRACT DUE IN DROPBOX</b> <b>JOURNALS DUE FOR GRADING IN DROPBOX</b>
Not Later Than 12-05	<b>COURSE FEEDBACK</b>
Not Later Than 12-11	<b>FINAL EXAM – FALL 2009</b>

**SERVICE LEARNING CONTRACT PART 1**  
*Service Learning Site(s) Selection*

This CONTRACT is designed as a guide and agreement for both the student and the instructor for the effort required of the SERVICE LEARNING portion of the URBS 230W Online , Fall 2009 course. This contract is completed in two (2) parts:

**PART 1 (THIS FORM):**

1. Select the organization(s) you wish to perform service in during this semester. You may choose more than one organization, but the total hours performed must total at least 30 hours.
2. Fill out the form, date it and submit the form to the “**service learning site**” drop box.
3. Perform your service learning commitment.

**PART 2:**

1. When you have completed your service learning requirement date the form signifying that you have completed the work.
2. Submit completed form in to the “**completed service learning form**” drop box.

**PART 1: SERVICE LEARNING CONTRACT**

As a requirement of URBS 230W, Community Leadership and Service Learning I must complete at least **30 hours** of service learning. I understand that I need to complete the 30 required hours not later than November 24, 2009 and that completion of the required number of hours is necessary to pass the class. The course Instructor for this course is Robert Hugg; you may contact him at **Robert.Hugg@mnsu.edu** or **507-389-1714** for questions or should any concerns arise.

I wish to complete this requirement at the following organization(s):

Organization: \_\_\_\_\_

My supervisor at the organization will be: \_\_\_\_\_ phone: \_\_\_\_\_

\_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT

**SERVICE LEARNING CONTRACT PART 2**  
***SERVICE LEARNING CONTRACT FULFILLED***

This CONTRACT is designed as a guide and agreement for both the student and the instructor for the effort required of the SERVICE LEARNING portion of the URBS 230W Online , Fall 2009 course. This contract is completed in two (2) parts:

**PART 1:**

1. Select the organization(s) you wish to perform service in during this semester. You may choose more than one organization, but the total hours performed must total at least 30 hours.
2. Fill out the form, date it and submit the form to the “service learning site” drop box.
3. Perform your service learning commitment.

**PART 2 (THIS FORM):**

4. When you have completed your service learning requirement date the form signifying that you have completed the work.
5. Submit completed form in to the “completed service learning form” drop box.

I have completed at least 30 hours of service work at my service learning organization.

\_\_\_\_\_DATE\_\_\_\_\_

STUDENT

**REQUIREMENT FULFILLED: INSTRUCTOR:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## WRITING - PEER EDIT RUBRIC

This rubric is designed as a guide for both the peer edit process and the grading of the paper by the instructor. This process is designed to be friendly and to enable authors to assist each other in providing the best possible final product and achieving the best possible grade.

**Instructions for peer-editors for using this rubric:**

1. Write your name on the rubric.
2. In each rubric area note how the author follows the paper requirements.
3. Provide comments or notes to assist the author on providing a better final product.

**Instructions for authors for using this rubric:**

1. Write your name and then paper number (1, 2, Service Learning) on the rubric.
2. Note the comments by your peers and carefully consider incorporating them into your paper.
3. Revise your paper, attach the completed rubric on turn both together in for grading.

**PAPER NUMBER:**

**AUTHOR NAME:**

	MISSING	MANY PROBLEMS	FEW PROBLEMS	NEARLY PROBLEM -FREE
<b>PAPER ORGANIZATION</b>				
INTRODUCTION				
BODY				
CONCLUSION				
<b>PAPER MECHANICS</b>				
SPELLING				
GRAMMAR				
TYPOS				
FORMAT (APA/MLA)				
PROPER FONT/SIZE				
<b>WRITING</b>				
CLEAR				
UNDERSTANDABLE				
FOCUSED				
INTERESTING				
<b>REVIEWER INFO</b>	<b>REVIEWER COMMENTS</b>			
REVIEWER 1 TECH ID				
REVIEWER 2 TECH ID				
REVIEWER 3 TECH ID				
REVIEWER 4 TECH ID				

## OVERVIEW OF WRITING ASSIGNMENTS

Writing is a wonderful means to explore your experiences and articulate the meaning to others. There are **five** different writing projects which will give you the opportunity to practice writing and learning to “tell your story”. Please use MLA standard style for your writings; please use Times New Roman, font size 11 or 12, 1 inch margins (top/bottom/left/right), double spacing when writing your papers.

1. **PAPER 1 – What do I value about my community?** A reflection paper that tells a brief story about what you value about your community, what makes it special to you, what facets you want to protect and nurture. This is an opportunity to pick a community (your hometown, your residence hall, the campus – a place you feel at home in and feel you belong to) and talk about it conversationally. **This paper requires at least 3 pages of writing.**
  
2. **PAPER 2** – Write a speech as if you were preparing to present it to a crowd while you were running for election in your community. **This paper requires 2-3 pages of writing.**
  
3. **PAPER 3 – What was my experience at a council meeting?** A reflection paper that tells a brief story about your experiences and observations at a council meeting. A course requirement is that you attend a council meeting; you may choose any meeting from a wide range of possibilities. City council, planning commission, student senate, campus parking council, sorority/fraternity, civic (Lions, Rotary, Elks, etc), meetings are all good examples of meetings that fill this requirement. When you attend be sure to pick up a paper copy of the agenda, you will need to attach this to your finished paper when you turn it in for grading. **This paper requires at least 3 pages of writing.**
  
4. **PAPER 4 – What was my Service Learning experience?** A reflection paper that details your experiences, views, observations and analysis of the service learning experience. Details should include the organizational mission, the structure, the leadership style, the “feel” of the organization, what you learned about service learning and leadership, what you would do differently, etc. Some things to consider when writing this paper are: how did you *feel* working there? Would you work there again? What did you learn that *surprised* you? How important is service work to the community? How important was your contribution to the service organization? **This paper requires at least 5 pages of writing.**
  
5. **Keep a professional handwritten journal. Write at least 1 page each time you work at your service learning site. (reflection/observation)** (this will be collected periodically for review and comment) **This journal requires at least 7 pages of writing.**

Please refer to the writing rubric when drafting and revising your papers; it is designed to guide you and make the writing experience smoother for you. Care should be taken to ensure your papers are free of grammatical, spelling, and content errors. Reflection papers do not require in-text citations or references, but should you choose to include them you must follow the appropriate style guide format (MLA). Please familiarize yourself with the University’s Academic Honesty Policy; *plagiarism is a serious breach of academic behavior and will result in an F for the course.*

## URBS 230W Fall 2009

### *READINGS and PARAGRAPHS*

(READINGS FROM THE CIVICALLY ENGAGED READER)

Read each of the four (4) readings in each set during the assigned period in the course calendar and write one (1) paragraph on a reading of your choice from each set of readings. Your paragraph should give your brief impression of the reading. **The paragraphs will be turned in for grading and points – 3 points per paragraph submitted.**

- READING SET 1:** ARISTOTLE – *POLITICS*  
CAVAFY – *WAITING FOR THE BARBARIANS*  
TURNER – *I SHALL NOT BEG FOR MY RIGHTS*  
KAFKA – *FELLOWSHIP*
- READING SET 2:** DE TOCQUEVILLE – *DEMOCRACY IN AMERICA*  
W.E.B. DU BOIS – *THE SOULS OF BLACK FOLK*  
HUGHES – *THEME FOR ENGLISH B*  
FROST – *MENDING WALL*
- READING SET 3:** SUTHERLAND – *DRY DOCK*  
BARBUSSE – *THE ELEVENTH*  
WHITMAN – *SPECIMAN DAYS*  
BROOKS – *THE LOVERS OF THE POOR*
- READING SET 4:** ROUSSEAU – *THE REVERIES OF THE SOLITARY WALKER*  
ANGELOU - *THE SWEETNESS OF CHARITY*  
NERUDA – *THE LAMB AND THE PINECONE*  
EMERSON – *SELF-RELIANCE*
- READING SET 5:** RINPOCHE – *COMPASSION*  
BRECHT – *A BED FOR THE NIGHT*  
MAIMONIDES – *MISHNEH TORAH*  
AKHMATOVA – *IF ALL WHO HAVE BEGGED HELP*
- READING SET 6:** GREENE – *THE DESTRUCTORS*  
KAFKA – *THE HELMSMAN*  
WILLIAMS – *THE USE OF FORCE*  
LEGUIN – *THE ONES WHO WALK AWAY FROM OMELAS*

## URBS 230W Fall 2009

### *READINGS ANALYSIS/REFLECTION TEASERS AND GUIDELINES*

When reading the chapters, consider the following seven questions. (O.K., there are more than 7 questions if you count the sub-questions, but I didn't want to scare you off)

1. What are the main points?
  - a. Are they merely based in theory? Are they practical?
  - b. Have you observed them, or heard of them, in actual practice?
  - c. Is there any historical basis that indicates earned (or real) value?
2. Have you personally experienced any of the main points?
  - a. As a citizen?
  - b. As a student?
  - c. What was the experience like – good, bad, irritating, enlightening, confusing, etc?
3. What challenges do you see to implementing the main points, correcting main points that are already implemented or building a proposal to implement the main points?
4. Does this chapter suggest the state of community leadership? Is it broken, just barely flowing along, or in great shape? Contemplate this in terms of:
  - a. The author's point of view
  - b. Your point of view as a student's
  - c. Your point of view as a citizen
  - d. The external point of view (tax payers, policy makers, politicians, etc)
5. What is the role of leadership in these points?
6. In this chapter, what is evident to you about leadership in communities?
7. Did this chapter yield any surprises or confirm any insights you already held?