

URBS 230W – *Community Leadership and Service Learning*

Fall 2009, MH 206, T 5:00 – 7:45

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.

Requirements:

In order to effectively explore these topics this course will be a union between 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, in-class 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. **Be sure to collect a paper copy of the agenda – you will need to turn it in.**

Classwork: In class, you will meet in groups to discuss readings from the textbook and in peer-edit writing groups to review and discuss each others' writing. You will write 1 short paragraph on a selection of your choice from each of the 6 reading sets; this paragraph will help you prepare to participate in discussion. *This peer-work is an important part of the learning in this course.*

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. Class time will be scheduled for peer-edit. 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 and class discussion; 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.**

Attendance, 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:

	Points
PAPER 1	10
PAPER 2	10
PAPER 3	15
SERVICE LEARNING PAPER	20
JOURNAL	10
READINGS/PARAGRAPHS (6 x 3 pts each)	18
ATTENDANCE (RANDOMLY TAKEN)	7
FINAL EXAM	<u>10</u>
	100

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).

URBS 230W COURSE CALENDAR – FALL 2009	
DATE FALL 2009	ACTIVITY/HOMEWORK/READINGS TO BE DISCUSSED
8-25	CLASS INTRODUCTION D2L BASICS WRITING BASICS & PEER REVIEW PROCESS
9-01	INTRODUCTION – THE NATURE OF COMMUNITIES PAPER 1 – PEER GROUP EDIT
9-08	PAPER 1 DUE INTRODUCTION - THE NATURE OF LEADERSHIP
9-15	SERVICE LEARNING PLAN DUE DISCUSSION - LEADERSHIP, COMMUNITIES, ETHICS AND EXPECTATIONS: <i>WHAT WE VALUE AND HOW WE PROTECT IT</i>
9-22	S/L WORK DAY – NO CLASS
9-29	PEER EDIT – PAPER 2 <i>DISCUSSION OF READING SET 1 PARAGRAPHS DUE</i>
10-06	PAPER 2 DUE <i>DISCUSSION OF READING SET 3 PARAGRAPHS DUE PEER EDIT – PAPER 3</i>
10-13	S/L WORK DAY – NO CLASS
10-20	<i>DISCUSSION OF READING SET 2 PARAGRAPHS DUE</i>
10-27	PAPER 3 DUE <i>DISCUSSION OF READING SET 4 PARAGRAPHS DUE</i>
11-03	S/L WORK DAY – NO CLASS
11-10	<i>DISCUSSION OF READING SET 5 PARAGRAPHS DUE</i>
11-17	PEER EDIT – PAPER 4 <i>DISCUSSION OF READING SET 6 PARAGRAPHS DUE</i>
11-24	PAPER 4 DUE MOVIE NIGHT - COMMUNITIES IN UNEXPECTED PLACES <u>SIGNED COMPLETED SERVICE EARNING CONTRACT DUE</u> JOURNALS DUE FOR GRADING
12-01	<i>COURSE FEEDBACK</i> DISCUSSION – S/L PAPERS <i>LESSONS LEARNED</i> DISCUSSION – LEADERSHIP <i>LESSONS LEARNED</i>
12-08	FINAL EXAM – FALL 2009

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
PAPER ORGANIZATION				
INTRODUCTION				
BODY				
CONCLUSION				
PAPER MECHANICS				
SPELLING				
GRAMMAR				
TYPOS				
FORMAT (APA/MLA)				
PROPER FONT/SIZE				
WRITING				
CLEAR				
UNDERSTANDABLE				
FOCUSED				
INTERESTING				
REVIEWER INFO	REVIEWER COMMENTS			
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.*

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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 SOLITAR 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*

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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?