

# CG 123: Community Service Leadership

Spring 2016

## Instructors:

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**Office Hours:** Monday-Friday by appointment

**Class Time:** Thursdays, 2:45 pm-4:35 pm

**Service Project Dates:** Into the Quad on 5/13 at 9 am and Into the Streets on 5/27 at 9 am

**Location:** Bldg 5, room 250 CRN: [73363](#)

## Course Text/Materials

\*\*add instructions for lending library and other readings will be posted on eLearn

The textbook for the course will be loaned to students for the duration of the course. To check out the book you will need to go to the Lending Library in bldg 2, room 176

Textbook: Cress, C.M., Collier, P.J., Reitenauer, V.L. and assoc. (2005). *Learning through Serving: A student guidebook for service-learning across the disciplines*. Sterling, VA: Stylus.

Additional readings will be available through e-learn.

## Instructor Expectations

- You want to make a difference in your community!
- You will be an active participant in class.
- You will keep an open mind and have a positive attitude.
- You will be a team player. Projects will be planned among small groups.
- Everyone is expected to participate in planning, recruitment, and participation.

## Course Description

This course introduces basic leadership skills necessary for working with community service projects and it enhances leadership abilities through theory and practical experience. In addition, this course inspires students to make a difference.

During this course students will complete various writing assignments, readings, and community-based learning experiences as they develop service projects in small groups. The course is designed to develop leadership in students as active global citizens.

The culmination of the course will be collaborative, community-based service projects that are designed and carried out in small groups.

## Performance Based Learner Outcomes

Upon successful completion of the course, students should be able to:

1. Identify the rationale and motivation for participating in community service projects.
2. Apply basic steps to identify and plan a community project.
3. Use skills to communicate with community contacts.
4. Lead a community service project.
5. Learn about food systems issues (such as equity, access, distribution) locally, regionally, and globally.
6. Understand your service as taking leadership toward addressing food systems issues.

**Grading Policies**

- The project proposal and post-project reflection must be submitted to pass this course.
- Missing more than one class could result in dropping your grade a full letter. Each additional class missed could result in the loss of another letter grade.
- Assignments are due by midnight on the day that they are due. Unless **prior** arrangements have been made late assignments will be penalized one letter grade per day.
- Assignments will be submitted online via eLearn. If needed, submit via email if the eLearn system is not working.
- Additional readings may be assigned.

**\*\*\*Finals week class will be at a mutually agreed upon time by instructor and students**

**Assignments**

**1. Class Participation & Attendance**

Criteria used for earning participation points:

- The student had zero unexcused absences from required meetings.
- The student actively participated in-class in regard to the content of readings, personal reflection, and service experiences.
- The student actively participated both in small groups and the larger group setting.

**2. Weekly Reflection Journal (10 points)**

- Each week you will be given a weekly journal topic. The topic will relate to the readings and class projects.
- Each journal response will be at least 1 page long (double spaced, 12 point font) or approximately 250 words. It is ok to write entries that are longer than 1 page.

<b>Grading Rubric</b>	0 points	1 point	2 points	3 points
Did the entry respond to all of the reflection questions?				
Did the response reflect on the rationale and motivation for participating in community service projects?				
Did the response include the student's personal opinion and reflection on the topic?				
Was it double spaced, 12 pt. font, 1 page or 250 words?				
<b>Total Points</b>				

### **3. Project Plan Rough & Final Draft**

- Group Service projects will be held TBD in May.
- Your project plan is not approved until you hear from the instructor.
- The project plan rough draft is due May 5. Between May 5 and May 9 the instructor will email your group.

If the instructor requests that changes be made to your project plan these changes must be submitted to the instructor as a final draft by May 12.

#### **Project Plan Requirements:**

1. A complete list of all group members.
2. Why are you proposing this project?
  - Why is it important to you?
  - How does it relate to issues we have talked about in class?
  - What problem(s) or need(s) will it address?
  - What is your goal(s)?
3. What will you be doing (how will you accomplish your goal)?
  - Outline your plan, providing as much detail as possible.
  - What materials and resources will you need?
  - What affects will it have on the campus or the larger community?
  - What will be the end result or product?
  - Whom will you be working with? (for example: community organizations or local government agencies, other students or student groups, Chemeketa faculty or staff, etc.)
  - Whom will this project benefit?
  - How will you include them in the planning process?
4. When will this project take place?
  - Include all phases of the project: planning meetings, volunteer recruitment, provision of materials, and actual implementation.
5. Where will the project take place?
  - Include not just the project site, but also meeting locations (even if they are virtual).
6. How will you know when you are finished or that you have been successful?
7. How will your service be shared with the larger community?

#### **Project Plan Grading Criteria**

- The group submitted complete answers to all 7 questions and each of the secondary questions listed as project plan requirements.
- The plan applies basic steps to identify and plan a community project.
- The plan uses skills to communicate with community contacts.
- The plan reflects rationale and motivation for developing and participating in the selected community service project(s).
- The plan reflects an ability to successfully lead a community service project during the term.
- The plan is double spaced, 12 point font, and at least 2 pages long.

#### **4. Eight (8) Hours of Community Service Log**

- 8 hours of service completed independently (outside of class) over the course of the term and tracked in a volunteer log.
- Service opportunities will be discussed in class and a list of opportunities will be presented in class.

#### **Eight (8) Hours of Community Service Log Grading Criteria**

- The student submitted a completed, signed volunteer log with at least 8 hours of verifiable service by the deadline.
- The name and phone number of the community service supervisor is also included on the service log.
- The instructor will deduct 2 points for every hour under 8 service hours that is not completed.

#### **5. Final Into the Streets Project Completion**

- In May, in small groups, all students will implement the final Into the Streets community service projects.
- The exact time(s) of these projects will be determined during the term.

#### **Final Into the Streets Project Completion Grading Criteria**

- The student arrived on time and was a positive representative of Chemeketa Community College.
- The student worked cooperatively with their group, others in the class, and any other individuals involved.
- The student took an active leadership role throughout the course of the event(s).
- The student used appropriate communication skills to interact with community contacts.
- The final project was selected with student rationale and motivation developed in the course

#### **6. Post-Project Reflection**

- Write a 2-3 page reflection paper based on the following 8 questions and sub-questions.
- Also use the information on “Deep Reflection” and “Tips for Successful Reflection Experiences” from p. 89-92 of the textbook as additional prompts.

#### **Reflection Questions:**

1. 1. What aspects of the project went well?
  2. 2. What aspects of the project would you handle differently if you were to do it again?
  3. 3. What advice would you give to someone else organizing a similar service project?
  4. 4. What did you learn as a result of participating in this project?
  5. 5. When you review important events and moments in this community service class, what stands out as being especially important and meaningful?
4. Please describe the challenges, joys, and other experiences that you had while working collaboratively as part of a group.
5. What impact do you think this project had on the campus and/or community, for better or for worse?

- Why do you think this impact has occurred or will occur?

6. Are you motivated to perform community service in the future?

- If so, what is your current motivation and rationale for doing so?

7. When you survey the world (in the form of your family, your neighborhood, your community, your city, your state, your country, or the global community), how would you describe the change you'd like to see in its simplest terms? What change do you wish to see in the world?

- How would this change benefit you and those closest to you? How would it benefit others, and thus contribute to the common good?
- What could you do right now to contribute to this change happening?
- How might you create shifts in your life that help you become ***the change you wish to see in the world*** in an ongoing, committed way?

8. How will you move forward from here in your academic, professional, and personal lives?

- Has your experience in this course had an impact on your personal, educational, or career goals? Explain.
- Has your experience in the course had an impact on how you view the world? Explain.

### Post-Project Reflection Grading Criteria

Double-spaced, at least 2 pages long, and provided complete answers to questions.

- The paper identified the rationale and motivation for performing the chosen project(s) and for participating in future community service projects.
- The paper reflected on the steps necessary to identify, plan, and implement an effective community project.
- The paper demonstrated that the student has the skills necessary to communicate with community contacts.
- The paper demonstrated that the student was a leader during the community service project.

<u>Assignment</u>	<u>Maximum Points</u>
1. Class Participation & Attendance	55
2. Reflection Journals	60
3. Project Plan (Rough & Final Drafts)	100
4. 8 Hours of Community Service Log	45
5. Final Into the Streets Project Completion	40
6. Final Post-Project Reflection	100
Total points	400

## Weekly Course Outline (Topics may change week to week)

Week	Class Date	Lesson Plan	Readings Due	Class Assignment Due
1	Thursday, March 31, 2016	<p>What is community Service?</p> <p>Connecting to the community - identifying community issues.</p> <p>Class visit: Jared Hibbard-Swanson, Marion Polk Food Share Youth Farm</p>	None	None
<p>Saturday, April 2nd (Salem Saturday Market Opens, 865 Marion Street, 9-2)  <i>Related to Journal Entry 3</i></p>				
2	Thursday, April 7, 2016	<p>Forming &amp; working in groups</p> <p>Group meetings &amp; roles</p> <p>Why community service?</p> <p>What is service-learning?</p> <p>Reflection</p>	<p>1- <b><i>Learning through Serving</i></b>            Chapter 1, What is Service Learning? Pp.1-14 and Chapter 4, pp. 45-65 Groups are Fun, Groups are Not Fun            And Chapter 6 Reflection in Action, pp. 83-98</p>	<p>Journal Entry: 1</p> <p>Schedule interview for Journal Entry 3</p>
3	Thursday, April 14, 2016	<p>Food Systems Issues: Access/Equity</p>	<p>1- Everyone: "Why it's Wrong to Wreck the World", Kathleen Dean Moore. Pp. 21-30 from Great Tide Rising</p> <p>2- Divide p. 31-61 into three groups - "Because the World is Wonderful", "Because We Love the Children" and "Because we honor human rights and justice"</p> <p>3-Hunger Profile</p> <p>4-The New American Divide Article</p> <p>5-Check out "11 Facts about Food Deserts" at <a href="https://www.dosomething.org/facts/11-facts-about-food-deserts">https://www.dosomething.org/facts/11-facts-about-food-deserts</a></p> <p>6-Listen or read "Food Shortages: The Hidden Driver of Global Politics" at <a href="http://www.npr.org/2011/05/18/136394365/food-shortages-the-hidden-driver-of-global-politics">http://www.npr.org/2011/05/18/136394365/food-shortages-the-hidden-driver-of-global-politics</a>.</p>	<p>Journal Entry: 2</p>

4	Thursday, April 21, 2016	Community Partnerships Identifying community Compassion	<b>1-Learning through Serving</b> Chapter 2 & 3, Building and Maintaining Community Partnerships and Becoming Community  2- "Rethinking the Meat Guzzler" by Mark Bittman  3- "The Animals: Practicing Complexity" by Michael Pollan from Omnivore's Dilemma	Journal Entry: 3
Friday April 22, 2016, Day of Service at Youth Farm on Chemeketa Campus 4 potential community service hours toward 8 hours of service				
5	Thursday, April 28, 2016	Cultural Connections I	1-Learning through Serving Chapter 5, Creating Cultural Connections	Journal Entry: 4
6	Thursday, May 5, 2016	Cultural Connections II Farmworkers' Movement Project Plan Presentations	Bracero Program Wikipedia handout	Project Plan: Rough Draft
7	Thursday, May 12, 2016	Challenges	1-Learning through Serving Chapter 7, Failure with the Best of Intentions, pp. 99-112	Journal Entry: 5
	Friday, May 13, 2016	Service Learning Opportunity "Into the Quad" 9 am	Counts toward 8 hours of service	
8	Thursday, May 19, 2016	Expanding Horizons	1-Learning through Serving Chapter 8, Expanding Horizons pp. 113-122  2-"The pleasures of eating" by Wendell Berry	Project Plan: Final Draft
9	Thursday, May 26, 2016	Are we making a Difference? Final Prep for Into the Streets	Learning through Serving Chapter 9, Beyond a Grade: Are we Making a Difference? Pp. 125-138	
	Friday, May 27, 2016	Service Project Implementation - "Into the Streets" 9 am		
10	Thursday, June 2, 2016	Looking Back, Looking Forward	Learning Through Serving Chapter 10, Looking Back, Looking Forward p. 139-148	Journal Entry 6  8 hrs. of service log
11	Thursday, June 9, 2016	Discussion: Post project Reflections		Post Project Reflection Due

## **Chemeketa Online Learning Support**

The instructor will use Chemeketa's Blackboard online learning platform to support the course.

Copies of course content, readings, and other handouts will be uploaded to the course Blackboard site.

Blackboard can be accessed online at: [online.chemeketa.edu](http://online.chemeketa.edu).

- Look for the "Blackboard 9.1 Login" link.

## **Statement on Academic Honesty**

Academic honesty is an indispensable value as students acquire knowledge and develop skills in college. Students at Chemeketa Community College are expected to practice academic honesty by not cheating, plagiarizing or misrepresenting their coursework in any way. Students are ultimately responsible for understanding and avoiding academic dishonesty whether such incidents are intentional or unintentional.

**Violations may result in failure of an assignment or failure of the course.**

## **Diversity Values**

We are a college community enriched by the diversity of our students and staff. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

## **Students with Disabilities**

Accommodations are collaborative efforts between students, faculty, and the Disability Services' office. Students with accommodations approved through Disability Services are responsible for contacting the faculty member in charge of the course, ideally prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through Disability Services should contact V/TTY 503.399.5192 or [disability@chemeketa.edu](mailto:disability@chemeketa.edu).

## **Affirmative Action**

It is the policy of Chemeketa Community College and its Board that there will be no discrimination or harassment on the basis of race, religion, color, sex, age, national origin, ethnic origin, sexual orientation, gender identity, marital status, citizenship status, pregnancy and related conditions, family relationship, veteran's status, disabilities and tobacco usage in any educational programs, activities or employment. Persons having questions about equal opportunity/affirmative action should contact the Affirmative Action Officer at 4000 Lancaster Dr. NE, Salem, Oregon 97309-7070, or call 503.399.4784. To request this publication in an alternative format, please call 503.399.5192.