UNIVERSITY OF MARYLAND

CIVICUS LIVING AND LEARNING PROGRAM

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Course Information
Course Title: CIVICUS Student & Service Learning
Course Number: BSCV182
Term: Spring 2023
Course Dates: January 25 - May 1
Class Meetings: This class meets in-person for four sessions - 1/30, 2/13, 4/3, and 4/17.
     Section 0101: Monday, 1/30, 2/13, 4/3, and 4/17 from 3-4:20 pm
     Section 0201: Monday, 1/30, 2/13, 4/3, and 4/17 from 4:30-5:50 pm
Class Location: Join us in 0101 Somerset Hall, the Somerset classroom.

Zoom Link: Although this class is scheduled to meet in person in the Somerset classroom, there may be times when we may need to engage with one another online. If such an occasion arises, we will use our class Zoom space - https://umd.zoom.us/j/99647755546

Instructor: Julie Randolph	**Teaching Assistant:** Camille White
Pronouns: she/her	**Pronouns** she/her
Email: jlwr@umd.edu	**Email:** cwhite01@terpmail.umd.edu
Office Hours: by appointment	**Office Hours:** by appointment

Course Objectives
In this course, students will:
- Research historical, economic, and policy dimensions of significant U.S. societal issues
- Identify and define a range of social problems within the context of the U.S.
- Demonstrate a critical understanding of community, democracy, citizenship, and cultural diversity
- Identify the implications of privilege and power on individuals and communities
- Research historical, economic, and policy dimensions of significant U.S. societal issues
- Identify policies, practices, and programs that affect social issues
- Estimate attainment of service and learning objectives/outcomes achievement
- Demonstrate competency in utilizing critical reflection
- Integrate knowledge, skills, and personal values to inform future action
- Reflect upon course assignments & individual community service projects
- Present research

Required Resources
- Course Website: elms.umd.edu
- Materials will be assigned on the syllabus or during class. Readings will be posted on ELMS. Assignments may be accessed online; text, audio, or video-based assignments should be viewed or

listened to prior to class. Be sure to take notes on assignments and be prepared to use them during class.
- If a reading is listed beneath a particular class period, that means it should be completed PRIOR to that class period.
- You will **not need to purchase a textbook** for this class.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Course-Specific Policies

Names/Pronouns and Self-Identifications
The University of Maryland and CIVICUS recognize the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communication with Instructor and TA:

Email: If you need to reach us, please email Julie at jlwr@umd.edu or Camille at cwhite01@terpmail.umd.edu. Please DO NOT email with questions that are easily found in the syllabus or on ELMS (i.e., When is an assignment due? How much is it worth?) but please DO reach out about personal, academic, and intellectual concerns/questions. We are happy to help and will do our best to respond to emails within 24 hours.

ELMS: We will send announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers:

A climate of respect for multiple perspectives is essential in this course. We hope that you will find that some of the most powerful learning occurs through exposure to and consideration of multiple perspectives. Therefore, one of our most important goals is to create a dialogue group environment in which our associates talk openly and candidly while also listening carefully to the views and experiences of others, especially if someone has a view that is different from their own.

We encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. We will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued. Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert us immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Assignments

Format
All assignments must be typewritten in 12-point Times New Roman font, double-spaced with 1-inch margins, and free of errors. You will be graded on both the content of your ideas and the clarity and accuracy of your writing; we strongly suggest that you visit the Writing Center on campus before turning in your papers.

Citations
All papers and presentations must be correctly cited using MLA style. Check the Reference Shelf section of the University of Maryland's University Libraries website for MLA style guidelines. Purdue OWL offers a great overview and guide to using MLA.

Late Assignments
Assignments must be submitted on ELMS by the listed deadline. For every day that an assignment is late, we will deduct 10% of the total possible assignment grade. Again, if you feel that you're struggling with an assignment or are concerned that you won't be able to complete it by the due date, I encourage you to contact us as early as possible so we can help you. We understand that this semester is unusual and presents challenges; we are here to support you in any way we can.

Grading Structure

	Assignment	Percentage	Module
1	Service Learning Contract	3	1

2	Refresher Quiz	2	1
3	Service Logs (complete 5, 1 pt each)	5	1-5
4	Feb. Google Check-in Form	3	2
5	1:1 Check-In Meeting	5	3
6	Reflections (complete 3 of 5, 5 pts each)	15	1-5
7	Final Service Assessment Form (student & site evaluation)	5	6
8	Final Project	16	6
9	20 Hours of Service	30	1-5
10	Class participation	16	1,2,5,6
	Total	**100**	

> * Preparation & participation grade will include individual class involvement that demonstrates your thorough preparation as well as completion of in-class assignments and engagement in weekly discussions.

Academic Integrity

The University's **Code of Academic Integrity** is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, CIVICUS does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time in CIVICUS.**

It is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupMe or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, sharing quiz questions with others, etc.

Please visit the **Office of Undergraduate Studies' full list of campus-wide policies** and follow up with me if you have questions.

To help you avoid unintentional violations, *the following table* lists levels of collaboration that are acceptable for each type of assignment. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me right away. Also, *if you are ever unclear* about acceptable levels of collaboration, *please ask*!

The following table lists levels of collaboration that are acceptable for each type of graded exercise. See each CANVAS-ELMS page for academic integrity expectations for each individual assignment. If you are ever unsure about acceptable levels of collaboration, please ask!

	Open Notes	Use Assigned Materials	Search Online	Ask Friends	Work in Groups
Service Learning Contract	✓	✓	✓	✗	✗
Refresher Quiz	✓	✓	✓	✗	✗
Service Logs	✓	✓	✓	✓	✗
Feb. Google Check-In	✓	✓	✓	✗	✗
Reflection Assignments	✓	✓	✓	✗	✗
Final Service Assessment Form	✓	✓	✓	✗	✗
Final Project & Service Showcase	✓	✓	✓	✗	✗

Grades

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades or have questions about how something was scored, please email Julie to schedule a time to meet and discuss.

Assignments must be submitted on ELMS by the listed deadline. For every day that an assignment is late, we will deduct 10% of the total possible assignment grade.

I am happy to discuss any of your grades with you, and if I have made a mistake I will correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade. Final letter grades are assigned based on the percentage of total assessment points earned.

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%	+	
A	93.00%	B	83.00%	C	73.00%	D	63.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-	

Course Outline

Module #	Week of	Topic	Class Meeting	Due
1	1/30-2/5	Introduction: Review syllabus, service requirement, final project, and ELMS site	1/30	**Due on Sunday 2/5 at 11:59 pm** 1. Complete Community Engagement Refresher Quiz 2. Complete Community Engagement Learning Contract 3. Complete Service Log 1 4. Read: A Grateful Recollecting: A Qualitative Study of the Long-Term Impact of Service-Learning on Graduates 5. Complete Reflection 1 *Complete 3 of 5 Reflection Assignments*
2	2/6-2/19 *Opens Friday, 2/3 @ 8 am*	Cultural Differences and Awareness	2/13 Capital Area Food Bank Simulation	**Due on Sunday 2/19 at 11:59 pm** 1. Watch (until 7:40) to prepare for 2/13 class https://www.youtube.com/watch?v=wpwjGTq8EQ4 2. Complete Google Check-in 2 3. Complete Service Log 2 4. Sign-up for 1:1 meeting 5. Watch: The Danger of a Single Story 6. Complete Reflection 2 *Complete 3 of 5 Reflection Assignments*
3	2/20-3/5 *Opens Friday, 2/17 at 8 am*	Privilege, Power, & Difference	No class meeting (Attend 1:1 meeting)	**Due Sunday 3/5 at 11:59 pm** 1. Complete Service Log 3 2. Attend 1:1 Check-In Meeting 3. Read: Johnson, Allan. Privilege, Power, and Difference. pp. 15-41 4. Watch: DeGruy, Joy. "A Trip to the Grocery Store" https://www.youtube.com/watch?v=Wf9QBnPK6Yg 5. Complete Reflection 3 *Complete 3 of 5 Reflection Assignments*

4	3/6-3/17 *Opens Friday, 3/3 at 8 am*	Impacts of Service (types, benefits & costs, and implications)	No class meeting	**Due Sunday 3/26 at 11:59 pm** **(*after Spring Break*)** 1. Complete Service Log 4 2. Select at least two articles/videos/blog posts on "voluntourism" from the Elms module to read/watch 3. Complete Reflection 4 on Padlet provided *Complete 3 of 5 Reflection Assignments*
	3/18-3/26	Spring Break	Spring Break	Spring Break
5	3/27-4/9 *Opens Friday, 3/24 at 8 am*	Civic Engagement in Maryland and the U.S	4/3	**Due Sunday 4/9 at 11:59 pm** 1. Complete Service Log 5 2. Read: Maryland Civic Health Report: A Look at Civic Engagement in Maryland and the U.S. 3. Complete Reflection 5 *Complete 3 of 5 Reflection Assignments* 4. Rough Draft of Poster (upload to ELMS) ** All service completed by 4/9
6	4/10-4/21 *Opens Friday, 4/7 at 8 am*	What have we learned? Service Showcase Dry-Run	4/17	**Due Wed., 4/12 at 11:59 pm** ● Final Copy of Poster and related materials (upload to ELMS) **Due Mon., 4/17 (in-class)** ● Hard copy of poster **Due Sunday 4/23 at 11:59 pm** 1. Listen: Khurana, Mansee. "How to find joy in activism" NPR https://www.npr.org/2022/06/02/1102617337/how-to-do-activism-and-avoid-burnout 2. Complete: Final Community Engagement Assessment
	Fri., 4/28	**Attend Service Showcase**		**Afternoon of 4/28 (Exact time & location TBA)**

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines and announcements. In the event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments may be made based on the duration of the closing and the specific dates missed.

Resources & Accommodations

Accessibility and Disability Services
The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The **Accessisummary of mental health resources for students, faculty, and staffbility & Disability Service (ADS)** provides reasonable accommodations to qualified individuals to provide equal access to services, programs, and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at **adsfrontdesk@umd.edu**. Information about sharing your accommodations with instructors, **note-taking assistance**, and more is available from the **Counseling Center**.

Student Resources and Services
Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come to talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit **UMD's Student Academic Support Services website** to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting **UMD's Writing Center** and scheduling an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need (**UMD's Student Resources and Services website** may help). If you feel it would be helpful to have someone to talk to, visit **UMD's Counseling Center** or one of the many other mental health resources on campus. See this **summary of mental health resources** for more information.

Basic Needs Security
If you have difficulty affording groceries or accessing sufficient food to eat every day or lack a safe and stable place to live, please visit **UMD's Division of Student Affairs website** for information about resources the campus offers you and let us know if I can help in any way.

Technology Policy
Please refrain from using cellphones and other electronic devices during our class sessions unless we have designated such use as part of a class exercise.

Netiquette Policy
Netiquette is the social code of online classes. Students share responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality, and basic rules of etiquette. Please review Zoom Etiquette for further details.

Participation
- Given the interactive style of this class, attendance will be critical to your participation and thus your performance in this class. Attendance is particularly important because class discussion will be a critical component of your learning.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.

- Students with a legitimate reason to miss a class session should communicate in advance with us, except in the case of an emergency.
- Students who miss a class session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments *prior* to class each week in order to fully participate in class.
- Spring 2023 in-person class sessions will be held on 1/30, 2/13, 4/3, and 4/17.

Ask For Help If Needed

Really, just ask! If you need help with ELMS-Canvas or other technology, contact IT Support. Taking personal responsibility for your learning means acknowledging when your performance does not match your goals and doing something about it. I encourage you to contact us so we can help you find the right approach to success in this course if you feel that you're struggling with time management, assignments, understanding content, or anything else. Also, if you are experiencing a personal problem that prevents you from getting your work done (or if you foresee a future problem), PLEASE talk to us before it gets any worse. Remember, everyone needs help sometimes… all you have to do is ask for it! We are here to support you.

Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. The campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the Course Eval UM website to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Course Structure Addendum

This course has four live meeting sessions (1/30, 2/13, 4/3, and 4/17). These meetings are mandatory. The hybrid model of this class will push you to take an active role in the learning process. You will do this by engaging and collaborating with other students and the instructor/TA on a regular basis both, in live sessions, as well as through group work and activities.

Tips for Success in an Our Course-

1. **Participate.** Discussions and group work are critical parts of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Make time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology-related problems.
3. **Login regularly.** Log in to ELMS-Canvas several times a week to view announcements.
4. **Do not fall behind.** This class moves at a quick pace. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily. Do this the first week of classes!
6. If you need help with ELMS-Canvas or other technology, contact IT Support.