



Course Information

Course Title: Introduction to CIVICUS

Course Number: BSCV191

Term: Fall 2022

Course Dates: August 30-December 14

Meeting Time: Section 0101: Tuesdays, 9:30 - 10:45 am

Section 0201: Tuesdays, 2-3:15 pm

Current UMD COVID Guidelines: <https://umd.edu/4Maryland>

Instructor: Julie Randolph

Pronouns: she/her

Email: jlwr@umd.edu

Office Hours: by appointment* (In-person or Virtual)

Teaching Assistant: Camille White

Pronouns: she/her

Email: cwhite01@terpmail.umd.edu

Office Hours: by appointment* (In-person or Virtual)

**Please email a request to meet at least 24 hours prior to the suggested meeting time. Confirmation of the meeting time will be sent by Julie or Camille prior to the meeting.*

Course Description

Welcome to CIVICUS and BSCV 191! During this unprecedented time, civic engagement is of critical importance. And you are the future leaders, creating meaningful, sustainable change. The five pillars of CIVICUS five pillars – *Community Service Learning, Leadership, Community Building in a Diverse Society, Scholarship, and Citizenship* - serve as the foundation of our program.

In the first part of the course, through discussions, exercises, discourse with guest speakers, and out-of-class opportunities, you will explore ways to think about what it means to fully engage in communities.

In the second half of the course, you will conduct research and employ critical analysis to explore pressing contemporary problems. Throughout the course, we will consider what it means to be a civically engaged citizen on a school, local, state, and national level. Students will use the five CIVICUS pillars as a foundation to learn about the deep complexity and systemic causes of contemporary social issues and commit to approaching their communities with empathy, understanding, and a passionate drive to work toward change.

Course Objectives

This course challenges students to critically consider the five pillars of our program, from both academic and real-world perspectives. By the end of the semester, students will:

Community Service Learning

1. Consider a range of ways to be active change agents.
2. Explore organizations that are trying to address social issues.

Leadership

1. Understand how local and national leaders use tactics to engage with the community.
2. Explore ways to leverage strengths to become strong leaders.

Community Building in a Diverse Society

1. Communicate across differences with an open and empathic mind.
2. Understand how social position influences civic engagement.
3. Engage in critical conversations around issues of diversity and inclusion.

Scholarship

1. Understand various theoretical models for understanding social problems.
2. Develop critical thinking and research skills.
3. Develop oral and written communication skills.

Citizenship

1. Participate as active and engaged citizens on a local, national, and global level.

Required Resources

- You will **not need to purchase a text** for this course.
- You should budget approximately \$35 for the CIVICUS Pillars Assignment and the CliftonStrengths test.
- All other course material will be available on ELMS, except for the First Year Book, which you will receive for free in class.
- Many assignments will be online; text, audio, and video assignments should be viewed or listened to **prior** to class.
- Be sure to take notes on assignments and have them ready to refer to during class.

Weekly Articles and Additional Readings

- In addition to the readings listed below, students will be assigned no more than four articles from sources such as the Washington Post to read each week.
- Articles will be posted on ELMS no later than the Friday before each upcoming week so be sure to budget time to read.
- Since the class deals with current issues and hosts guest speakers, it is difficult to determine the full slate of readings in advance; additional readings may be assigned.
- Readings are due on the date listed on the syllabus.

Course Structure

This course has weekly in-person meeting sessions; these meetings are mandatory. The nature 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.

We will strive to keep a pattern similar to the one below to guide your time on task and to help you manage your learning schedule.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		Class Sessions: Section 0101 9:30-10:45 am Section 0201 2-3:3:15 pm		Class Sessions: Section 0101 9:30-10:45 am Section 0201 2-3:3:15 pm		
					Next module made available Feedback from last week's assignments sent	
Most Assignments due by 11:59 pm						

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.

- 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.
- Review [campus academic deadlines](#) for important UMD academic dates and deadlines.
- Check <https://umd.edu/4Maryland> for COVID-19 information for UMD. The campus [HEAL Line](#) is the best source of information regarding COVID-19 testing, reporting, and isolation expectations.

Course-Specific Policies

Participation

As this is a discussion-based class, regular and respectful contribution to our ongoing exploration is crucial. You should come to class prepared to offer thoughtful comments about the material. If participating in class in any way may be challenging for you, please see us to discuss ways we can help you. Participation points will be given in every class session.

- 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 before class each week to fully participate in each session.
- Students who arrive late or leave early may not receive full participation points for the day.
- Students with excused absences may complete a two-page reflection on the topic of the day to make up the participation points they missed in their absence.

Excused Absences

Excused absences from class include religious holidays (the student must provide notification within the first three weeks of class regarding any religious observance absence(s) for the entire semester), a death in the family, mandatory military service, court dates (an official notice from the court must be submitted), or participation in university activities at the written request of university authorities.

For absences due to illness or the illness of a dependent, including COVID-related illnesses, you may submit a self-certified note that includes a statement about the illness and acknowledges the information is true and correct under the Code of Student Conduct. You may follow this [template](#). The self-signed note must be submitted before the start of class to be considered unless you are medically unable to do so.

Absences stemming from work duties other than a military obligation (e.g., unexpected changes in shift assignments), service activities, and traffic/transit problems do not qualify as excused absences. Students with excused absences must complete a short writing assignment to make up the participation points they missed in their absence.

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.

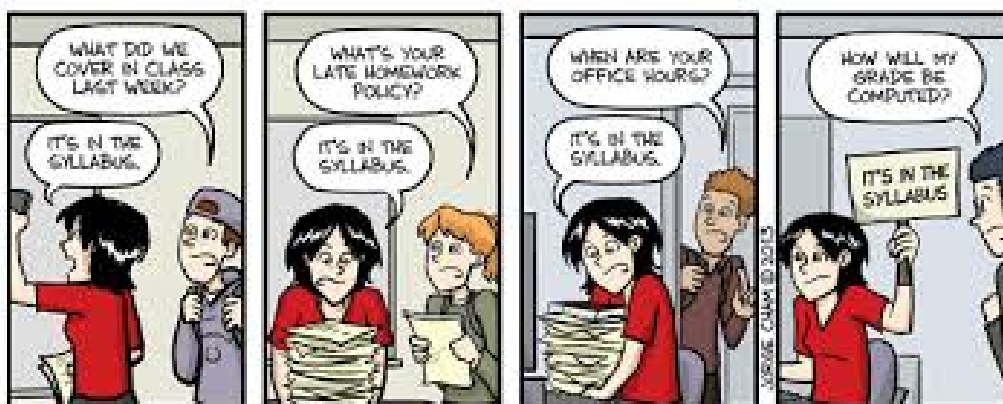
Communication with Instructor and TA

Email: If you need to reach us, please email Julie at jlwr@umd.edu and 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 other concerns/questions. We are happy to help and will do our best to respond to emails within 24 hours. Please note, we do not check email on the weekends or in the evenings.

ELMS-Canvas: We will send announcements via ELMS-Canvas messaging. You must make sure that your email and 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 ELMS-Canvas inbox with regular frequency.

You are also responsible for keeping your email address up-to-date and ensuring that forwarding to another address functions properly. Failure to check email, errors in forwarding, and returned email do not constitute an excuse for missing announcements or deadlines.

ELMS-Canvas can ensure that you receive timely notifications in your email or on your phone. Please visit this page for instructions to set up your notifications - [Set up Notifications in ELMS-Canvas \(Links to an external site.\)](#). Do this prior to the first day of class.



Class Communication

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 support your perspective. 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 APA or MLA style. Check the [University of Maryland's University Libraries website](#) for guidelines. [Purdue OWL](#) offers a great overview and guide to using APA and MLA.

Late Assignments

Assignments must be submitted on ELMS by the listed deadline. For every twenty-four hours an assignment is late, a deduction of 20% of the total possible assignment grade will be made. 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 are here to support you in any way we can. Please contact us so we can do so!

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.**

Understandably, 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. 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!*

Grading Structure

Assignment	Points
Participation	100
Quizzes (10 pts each)	100
Reflections (25 pts each)	100
In-class Presentation	150
Final Project	50
Total	500

* 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.

Grading Disputes

I am happy to discuss any of your grades with you, and if I have made a mistake I will correct it. If you wish to challenge a grade, you must present the graded assignment and at least one paragraph explaining why the grade should be changed (including any supporting evidence) to us in writing no later than one week after the grade is received.

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

Week #	Date	Topic
1	8/30	Introduction to CIVICUS
	9/1	Introduction to the Course
2	9/6	Establishing Common Ground
	9/8	View documentary in class or on Disney+
		Community Service Learning
3	9/13	Defining the Pillars
	9/15	<i>All We Can Save</i>
4	9/20	Documentary, Service, & Empathy
	9/22	Service in the Time of a Pandemic
		Community Building in a Diverse Society
5	9/27	Terps Take Action Presentation Guest Speaker: Catherine Curtis, Program Coordinator, Do Good Institute
	9/29	Privilege and Identity Supporting Diversity and Inclusion Work
6	10/4	Equity and Environmental Justice
		Scholarship
	10/6	Listening and Talking to Strangers
7	10/11	Topics of Social Issues
	10/13	Developing Research Skills *Meet in 6101 McKeldin Library. Be sure to be on time!

8	10/18	Listening to Stakeholders
	10/20	Student Presentation Meetings
9	10/25	Student Presentation Meetings
		Leadership
	10/27	Understanding Strengths
10	11/1	In-Class Presentation Preparation
		Citizenship: The Pillars in Practice
	11/3	In-Class Presentation Preparation
11	11/8	In-Class Presentation Preparation
	11/10	Student Presentations
12	11/15	Student Presentations
	11/17	Student Presentations
13	11/22	TBD
	11/24	Thanksgiving
14	11/29	Student Presentations
	12/1	Student Presentations
15	12/6	Final Projects
	12/8	Final Projects

Note: This is a tentative schedule, and subject to change as necessary - monitor the course ELMS page for current deadlines and announcements.

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, based on 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 **Accessibility & 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 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 many resources to help 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](#).

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.

Course Evaluation

Please submit a course evaluation through CourseEvalUM to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. 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.