

# Sample Syllabi for Community-Engaged Learning

## "Direct Service" Service-Learning

**Erika White – EDAR 177: Curriculum & Practice in Elementary Art ..... 1**

*UVM students work with elementary students in various capacities including designing curriculum, and doing direct art instruction at the Fleming.*

**Nicole Conroy – HDFS 001: Introduction to Human Development & Family Studies ..... 7**

*An introductory service-learning course with first-year students working 2 hours/week in afterschool programs for K-6 youth. Lots of preparatory work needed to put first-year students in these contexts.*

**Jason Garbarino – PRNU 121: Gerontology ..... 19**

*An interprofessional course in the College of Nursing, in which upper-level students engage in structured "reminiscence therapy" with seniors. Uniquely, a large class with significant lecture components and required learning outcomes (like many in CNHS).*

**Trish O'Kane – ENVS 295: Birding to Change the World ..... 22**

*A mid-level course pairing UVM students with middle-schoolers and upper elementary students as "bird buddies" on Wednesday afternoons. Trish takes reciprocity and vulnerable populations very seriously.*

## Project-Based Service-Learning

**Amy Seidl - ENVS 295: Adaptation to Climate Change ..... 29**

*Students develop resilience plans for a range of community partners.*

**Mandar Dewoolkar – CE 182: Geotechnical Principles ..... 33**

*A course that had an SL project added at the last minute; sometime is SL and sometimes is not.*

**Sarah Heiss – CDAE 224: Public Communication Capstone ..... 37**

*A course designed to be a "consultant-model" service-learning capstone with a strong professional emphasis.*

## Civic Learning Designation

**Trisha Shrum – CDAE 166: Introduction to Community Entrepreneurship ..... 49**

*A course where students learn about a community organization and develop business prototypes that run actual fundraisers for the partners. Called "Pop-Up Enterprise." Some of the elements are particularly relevant for project-based SL, but it's not actually an SL course because of the lower reciprocity.*

## Service-Learning Project Description

**Jeanne Shea – ANTH 194: Culture, Health & Healing Service-Learning Assignment ..... 58**

*A very detailed SL project assignment — developed over several semesters, and in response to some challenging situations with vulnerable populations and/or understaffed organizations.*



# **EDAR 177 Curriculum & Practicum in Elementary School Syllabus- Fall 2018 Wednesdays, 12:30-4:00pm- Fleming Museum Classroom**

**Instructor:** Erika White

**E-mail:** [Erika.R.White@uvm.edu](mailto:Erika.R.White@uvm.edu)

**Phone:** 324-5914 (texting is ok before 9:00pm)

**Office Hours:** Wed. 10:00-11:30 or by appointment, 406 Williams

## **Course Description:**

This course is designed to give you hands-on and practical elementary art experience in the field while offering you opportunities to explore childhood artistic development and reflect on current teaching theory and practice. Through this work you will begin to develop your personal teaching philosophy and style. There are several components to the course that come together to provide opportunities for you to practice and reflect.

- Teaching after-school classes at the Fleming Museum to elementary students from IAA- Integrated Arts Academy. (part of our Wed. class time)
- Weekly observations/practicum at an elementary school. (30 hours outside of class- 3hrs wk/10 weeks)
- Readings, reflections, hand-on activities, guest speakers, etc.

We will work from the text *Children and Their Art: Art Education For Elementary and Middle Schools* by Michael Day and Al Hurwitz, as well as various articles and handouts. There will be weekly reading and writing assignments which will include: reflections on readings and field-site observations, lesson plans for the Fleming classes and your field site, and a personal and professional growth paper.

**Service Learning:** EDAR 177 is a designated Service Learning course. Service Learning is a pedagogy based on experiential learning and reciprocal relationships with community partners. In this class our community partners are the public school observation sites, the Integrated Arts Academy, and the Fleming Museum, where we will teach an afterschool class. You will have the opportunity to apply your expanding knowledge of teaching art to a real world setting and reflect upon these experiences from both your perspective and that of your community partner. Through understanding and meeting the needs of our community partners, we will grow as educators and active members of our community.

**Course Objectives:** In this course you will....

- Gain an understanding of the stages of artistic development during the pre K-elementary years.

- Plan and implement age appropriate, standards-based lessons, with an art history focus for an afterschool museum-based class.
- Begin to develop an understanding of yourself as an art educator through reading, reflection, observation, and practice of elementary art methods and theory.
- Collaborate with your classmates and community partners through discussion, reflection, lesson planning, and teaching.

## **Grading:**

Your final grade will be a weighted average of letter grades.

- **Attendance, preparation and participation** 30% of final grade
  - Attendance – 1 lower attendance grade for each class missed
  - Preparation – quality of notes and on-time assignments
  - Participation – Interest, enthusiasm, and contributions during class
- **Field Site Practicum** 30% of final grade
  - 10 Weekly Reflections/Observations
  - PADA Rubric filled out by your mentor at the mid-point and end of the semester
  - Lesson Plan
- **Fleming Museum Practicum** 30% of final grade
  - Lesson Plan
  - Teaching
  - Self Evaluation
- **Final Professional Growth Paper** 10% of final grade

8/29 Week 1

**Discussion:** Integrating Sustainability with Collagraph printing; Course overview; **Museum tour and information;** Field Observations – Possible Mentors/School  
**Homework:** Read: Children and Their Art, Chapters 1-3 (pgs. 3-63) and The importance of creative arts in early childhood classrooms  
Look up: Familiarize yourself with the National Core Arts Standards <http://www.nationalartsstandards.org/>  
Take notes: Hand in notes on readings via Blackboard. (Always bring a copy to class for discussion)  
Contact Mentor: Try contacting a potential mentor (we will figure out who should contact who so not everyone is contacting the same mentor). To accomplish 30hrs your must begin by mid-September, before your 9/19 class. Your first weekly observation reflection will be due 9/19.

9/5 Week 2

**Due:** Notes on readings  
**Discussion:** Teaching partner assignments/gallery time; Child Development, Lowenfeld and Eisner; The Early Years and Philosophies and Approaches to Education: Reggio, Montessori, Waldorf; History of Art Education; Introduce National Core Arts Standards.  
**Homework:** Read: Chapter 12, Art Criticism, Chapter 13, Art History, Chapter 14, Aesthetics  
Notes: Hand in notes via Blackboard  
Contact Mentor: Continue to set up your practicum (observation site) To accomplish 30hrs your must begin by mid-September, 9/19 class.

- 9/12 Week 3 **Due:** *Notes* on reading  
**Discussion:** Readings: Art Criticism, History and Aesthetics; Preparation for Fleming After School Classes; Practicum Placements-check in and Field Site Requirement Handout; Visual Thinking Strategies; Talking About Art: A Gallery Experience (handout/discussion/practice)  
**Homework:** Read: Chapter 16, Methods for Teaching Art, Chapter 19, Curriculum; Article: The Key to Classroom Management by Marzano and Marzano.  
Notes: Hand in reading notes via Blackboard.  
Write Lesson: Begin to work on lesson for Fleming (be prepared to share your lesson idea with the class). First teaching team write the first part of a rough draft Fleming lesson (be prepared to take the class through your lesson for a practice run- we won't actually do the project).
- 9/19 Week 4 **Due:** *Notes* on reading via Blackboard, Rough Draft of *Lesson* (team 1), *Reflection #1*.  
**Discussion:** **\*Last Week Before Fleming Class Begins\*** Readings: Classroom Management, Methods for Teaching, Curriculum; Observations of Classroom Management & Motivational Techniques- Field Site; Teaching teams planning time; Teaching team #1- practice run; Teams 2-4 share ideas (time permitting).  
**Homework:** Read: Chapters 4&5, Children with Disabilities and Talented Children; Article: Differentiated Instruction (TBD)  
Notes: Hand in reading notes via Blackboard.  
Reflection: Complete your first written reflection (Classroom Management) of your observation site. Assignment/theme will be found on Blackboard, 1-2 pages, double-spaced. **\*\*Always read the reflection assignment BEFORE going to your site in order to make notes of the weekly reflection theme.**  
Write Lesson: Continue to write/work on Fleming lesson. Teaching team #2 complete rough draft. Teaching team #1 complete final draft.
- 9/26 Week 5 **Due:** *Notes* on reading, *Reflection #1*, *Lesson Plan* (team 1-final draft, team 2 rough draft)  
**Discussion:** Review field site/mentor issues; First team teaches Fleming afterschool class from 2:15-3:30; Readings: Teaching Art to Children With Special Needs, Students Who Are Gifted, Classroom Management; Differentiated Instruction. Team 2- practice run, Teams 4-8 share lesson idea and receive feedback.  
**Homework:** Read: Chapter 15, Visual Culture in Art Education and Chapter 17 The Social Dimension, Articles: TBD  
Notes: Hand in reading notes via Blackboard.  
Reflection: Submit reflection #2 (Special Needs and Talented) via Blackboard.  
Lesson Plan: Continue to write/work on Fleming Lesson. Team 2 work on final draft, Team 3 work on rough draft. **\*Also, brainstorm and talk with mentor about observation site lesson.**  
Self Evaluation: Team # 1 only completes a self-evaluation (individually on Blackboard) of their lesson taught.
- 10/3 Week 6 **Due:** *Notes* on reading, *Reflection #2*, *Lesson Plan* (team 2- final draft, team 3-rough draft) *Self-Evaluation (team 1 only)*

**Discussion:** Questions/Concerns; Team #2 teaches Fleming class; Readings: Classroom Management, Art History/Aesthetics, DBAE, Visual Culture; Field site observations; Team 3-practice run and feedback.

**Homework:** Read: Chapter 6, Drawing, Chapter 7, Painting, and Chapter 8, Sculpture and Ceramics

Notes: Hand in notes on reading via Blackboard.

Reflection: Submit observation site reflection #3 (Curriculum, Visual Culture, Personal Connections) via Blackboard.

Lesson Plan: Continue to work on and write Fleming and field site lesson. Team # 3 work on final draft, Team #4 work on rough draft.

Self Evaluation: Team #2 completes a self-evaluation (individually, on Blackboard) of their lesson taught.

- 10/10 Week 7 **Due:** *Notes on readings, Reflection #3, Lesson Plan* (Team 3-final draft, Team 4-rough draft). \*If it is ready- submit field site lesson, rough draft, *Self Evaluation* (Team 2)
- Discussion:** Questions/Concerns; Team #3 teaches Fleming lesson; Readings: Arts Integration; Team #4- practice run and feedback.
- Homework:** Read: Chapter 9, Printmaking and Chapter 10, New Media in Art Education, Appendix C: Safe Art Materials, Articles: Safety and Legal Issues
- Notes: Hand in notes on readings via Blackboard.
- Reflection: Submit observation site reflection #4 via Blackboard.
- Lesson Plan: Continue to work on and write Fleming and field site lesson. Team 4 work on final draft, Team #1 work on rough draft.
- Self Evaluation: Team #3 completes a self-evaluation (individually, on Blackboard) of their lesson taught.
- 10/17 Week 8 **Due:** *Notes on readings, Reflection #4, Lesson Plan* (Team 4-final draft, Team 1-rough draft). \*If it is ready- submit field site lesson, rough draft, *Self Evaluation* (Team 3)
- Discussion:** Questions/Concerns; Team #4 teaches Fleming lesson; Readings, Digital Media, Clay, Safety; Field site observations; Team #1-practice run and feedback.
- Homework:** Readings: Chapter 11, Design, Chapter 20, Assessment; Article/Handout: Assessment packet
- Notes: Hand in notes on readings via Blackboard.
- Reflection: Submit observation site reflection #5 (Technology) via Blackboard.
- Lesson Plan: Continue to work on and write Fleming and field site lesson. Team #1 work on final draft, Team #2 work on rough draft.
- Self Evaluation: Team #4 completes a self-evaluation (individually, on Blackboard) of their lesson taught.
- 10/24 Week 9 **Due:** *Notes on readings, Reflection #5, Lesson Plan* (Team #1-final draft, Teacher C-rough draft). \*If it is ready- submit field site lesson, rough draft/final draft, *Self Evaluation* (Teacher A)
- Discussion:** Questions/Concerns; Team #1 teaches Fleming lesson; Readings and Field Observations- Assessment; Teacher C-practice run and feedback.
- Homework:** Readings: Article: *PBIS and the Responsive Classroom Approach*
- Notes: Hand in notes on readings via Blackboard.
- Reflection: Submit observation site reflection #6 (Curriculum Development and Mapping) via Blackboard.

Lesson Plan: Continue to work on and write Fleming and field site lesson. Team #2 work on final draft, Team #3 work on rough draft.

Self Evaluation: Team #1 completes a self-evaluation (individually, on Blackboard) of their lesson taught.

10/31 Week 10 **Due:** Notes on readings, *Reflection #6, Lesson Plan* (Teacher C-final draft, Teacher D-rough draft). \*If it is ready- submit field site lesson, rough draft/final draft, *Self Evaluation* (Team #1)

**Discussion:** Questions/Concerns; Team #2 teaches Fleming class; Reading and Field Site Observation topics, Team #3-practice run and feedback.

**Homework:** Readings: Chapter 18, Classroom Organization and Exhibition of Student Work, Appendix B, Professional Responsibility and Professional Associations; Articles: TBD

Notes: Hand in notes on readings via Blackboard.

Reflection: Submit observation site reflection #7 (Behavioral Supports) via Blackboard.

Lesson Plan: Continue to work on and write Fleming and field site lesson. Team #3 work on final draft, Team #4 work on rough draft.

Self Evaluation: Team #2 completes a self-evaluation (individually, on Blackboard) of their lesson taught.

11/7 Week 11 **Due:** Notes on readings, *Reflection #7, Lesson Plan* (Team #3 final draft, Team #4-rough draft), *Self Evaluation* (Team #2), \*If it is ready- submit field site lesson, rough draft/final draft

**Discussion:** Questions/Concerns; Team #3 teaches Fleming class; Reading and Field Site Observation topics; Team #4- practice run and feedback; Art Show preparations.

**Homework:** Readings: Article: *What is Anti Bias Education*

Notes: Hand in notes on readings via Blackboard.

Reflection: Submit observation site reflection #8 (Classroom Layout and Accessibility) via Blackboard.

Lesson Plan: Continue to work on and write Fleming and field site lesson. Team #4 work on final draft.

Self Evaluation: Team #3 completes a self-evaluation (individually, on Blackboard) of their lesson taught.

11/14 Week 12 **Due:** Notes on readings, *Reflection #8, Lesson Plan* (Team #4-final draft), *Self Evaluation* (Team #3 ) \*If it is ready- submit field site lesson, rough draft/final draft

**Discussion:** Questions/Concerns; Team 4 teaches our LAST FLEMING CLASS! Reading and Observation topics; Art Show preparations; Final Growth Paper

**Homework:** Readings: Articles: Teaching for Artistic Behavior, The Atelier (Early Childhood)

Notes: Hand in notes on readings via Blackboard.

Reflection: Submit observation site reflection #9 on Blackboard.

Lesson Plan: Finish up any lesson plans- field site lesson.

Self Evaluation: Team #4 completes a self-evaluation (individually, on Blackboard) of their Fleming lesson.

Final Paper: Begin to brainstorm and write Professional Growth Paper. Due 12/10.

Colburn Gallery Show: Any preparations that need to be completed prior to the show.

11/21- NO CLASS - THANKSGIVING BREAK

**ART SHOW- FLEMING STUDENT WORK AT THE COLBURN GALLERY** 11/26- 12/1 with the opening on 11/28.

11/28 Week 13 **Due:** Notes: Hand in notes on readings via Blackboard, Self Evaluation (Team #4),  
Reflection: Submit observation site reflection # 9  
Missing Work: Any missing/past due work  
**Discussion**: Readings and current topics; Methods/Materials- iPads in the art room;  
**Art Show Opening 4:00-5:00 @ Colburn**  
**Homework**:  
Reflection: Submit observation site reflection # 10 via Blackboard.  
Final Paper: Professional Growth Paper: Due 12/7.

12/5 Week 14 LAST CLASS  
**Due:** Self Evaluation (Teacher E)  
Reflection: Submit observation site reflection # 10

**Discussion**: Course reflection; Student Teaching information; Guest Speaker: Ande Tagliamonti: Hands-on professional development workshop, STEAM- lighting up artwork in the elementary art room

**Final Exam:** Final Paper: Professional Growth Paper DUE 12/10

**ADA Policy:** Students with documented disabilities should comply with the University's ADA policies. Specifically, students with disabilities needing academic accommodation should: 1) register and provide documentation to the ACCESS Office (<http://www.uvm.edu/access>); 2) bring a letter to the instructor indicating the need for accommodation and a description of the accommodations and modifications that are needed. This should be done during the first week of class. This syllabus and other class materials are available in alternative formats upon request.

**Promoting Health & Safety:** The University of Vermont's number one priority is to support a healthy and safe community:

Center for Health and Wellbeing <https://www.uvm.edu/health>

Counseling & Psychiatry Services (CAPS) Phone: (802) 656-3340

C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at <https://www.uvm.edu/studentaffairs>

**The Writing Center:** For support and feedback at any point in the writing process, you can consult with a tutor at the Writing Center. To make an appointment online go to [www.uvm.edu/tutor](http://www.uvm.edu/tutor). For more information about the Writing Center, including a list of tutors and their areas of focus, see [www.uvm.edu/writingcenter](http://www.uvm.edu/writingcenter). You can request that the tutor send me a copy of the session lognote recording your visit.



## **HDFS 001: Intro to Human Development & Family Studies for Majors | Fall 2019**

*Human Development & Family Studies Program, Department of Leadership & Developmental Sciences  
College of Education and Social Services, University of Vermont*

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**When:** T/TR 10:05-11:20 AM + Service-Learning Hours | **Where:** Votey 205

### **INSTRUCTOR INFO**

**Instructor:** Nicole Conroy, Ph.D.\* (she/her)

**Email:** [nconroy@uvm.edu](mailto:nconroy@uvm.edu)

**Office Phone:** 802.656.2092 (e-mail preferred)

**Office Hours:** Tuesdays 1:45-2:45 and by appointment

**Office Location:** 208A Mann Hall

*\*Goes by Nicole, Dr. Conroy, or Professor Conroy*

Due to the experiential and skill-building nature of this course, there are several resources in place to support your learning, in addition to the instructor:

### **GRADUATE TEACHING ASSISTANTS**

**Lyllie Harvey** (she/her)

**Email:** [Lxharvey@uvm.edu](mailto:Lxharvey@uvm.edu)

**Office Hours:** Tuesdays 1-2 & by appt.

**Office Location:** Mann Hall 208B

**Heather Moore** (she/her)

**Email:** [hjmoore@uvm.edu](mailto:hjmoore@uvm.edu)

**Office Hours:** Thursdays 9:30-10:05, 11:20-11:50 & by appt.

**Office Location:** Votey 205 (Thurs.) & Mann Hall 208B for appts.

Students with last names starting with **A-K should contact Lyllie**, and students with last names starting with **L-Z should contact Heather** with questions and/or for appointments outside of office hours.

The **Graduate Teaching Assistants (GTA)** can answer questions about grading and assignment submission on Blackboard as well as provide support with assignments, including: clarifying assignment expectations; reviewing graded assignments for additional understanding of feedback; and reading comprehension (understanding reading). They can also help you distinguish between informal and academic writing in the discipline (HDFS), think critically when evaluating sources and making an argument, organize and tailor your writing to appropriate audiences, and improve your use of sources in written assignments.

### **SERVICE-LEARNING TA**

**Maggie O'Hara** (she/her) | **Email:** [mohara2@uvm.edu](mailto:mohara2@uvm.edu)

The **Service-Learning Teaching Assistant (SLTA)** can relate to your experience as undergraduate students and offer valuable peer-to-peer support. She can help with understanding the general practice of writing weekly service-learning journal entries, including prompting more critical thinking, analysis, and making connections between service-learning work and HDFS concepts/course material. NOTE: The SLTA is NOT intended to replace the role of your instructor or graduate TAs and will not grade your work nor provide feedback on your overall class performance.

### COURSE OVERVIEW

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**Pre-/Co-requisites:** HDFS Major; HDFS 005

HDFS 001 is the 4-credit introductory academic **service-learning based seminar** for incoming human development and family studies (HDFS) Majors. This course is designed to introduce you to the core skills necessary for success as an HDFS student and future HDFS professional. It is intended to facilitate thinking about HDFS as a field of study and applied practice as well as to understand how to be an active and effectual contributor to the field through writing, research, practice, and a combination of those things. The course emphasizes development of students' **academic writing** and **critical thinking** skills, **information literacy** skills, and understanding of service-learning and the **applied practice of HDFS skills**.

**Service-learning** is “a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes” (Jacoby, 1996, as cited in Jacoby, 2015).<sup>1</sup> By participating in service-learning with one of the pre-selected community partners (Boys and Girls Club, King Street Center, and Sara Holbrook Center), HDFS majors will apply HDFS concepts to their direct service work and demonstrate what they have learned via participation in class discussion and activities, critical reflection, and various other assignments.

**Having successfully completed this course, students will be able to:**

1. Determine the appropriate sources for the appropriate purpose/audience, which includes *locating*, *evaluating*, and *choosing* relevant sources.
2. Interpret a variety of sources and communicate what they have learned from various sources, which includes accurately *summarizing* and/or *synthesizing* content, appropriately *crediting sources*, and *writing clearly* for a given audience.
3. Demonstrate critical thinking, which includes *evaluating* information and *developing evidence-based arguments*.
4. Distinguish *service-learning* from charity and community service, which includes using *critical reflection* to (a) bring awareness to and address the biases they may otherwise unknowingly bring to their work about and with individuals, families, and communities and (b) apply HDFS concepts to make sense of the lived experiences of themselves and those around them.
5. Employ *strengths-based frameworks* of development to the service-learning experience, which includes identifying opportunities for positive development in spite of individual, relational, and/or sociocultural constraints and barriers.

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<sup>1</sup> Jacoby, B. (2015). *Service-learning essentials: Questions, answers, and lessons learned*. San Francisco: Jossey-Bass.

### TEXTS & MATERIALS:

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*All required and recommended books are available on course reserve in the Howe Library. Course assignments are based on material in the editions required. If you choose to use an older edition (which, with the exception of the HDFS 5 textbook, we strongly advise against), you are still responsible for the material covered in the current edition.*

#### **Required:**

Harris, R. A. (2017). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (5<sup>th</sup> ed.). Glendale CA: Pyrczak.

#### **Recommended** (for purchase; select sections required for reading):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: APA.

Berk, L. E. (2018). *Exploring lifespan development* (4<sup>th</sup> ed. revised). Upper Saddle River, NJ: Pearson. *[this is the text used in HDFS 5 this fall; you may use another relatively recent lifespan development text]*

Hacker, D., & Sommers, N. (2018). *Pocket style guide: APA version* (8th edition). New York: Macmillan.

**Blackboard:** Other required readings and materials are posted on Blackboard.

### COURSE REQUIREMENTS

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#### 1. **Attendance & Participation (25%):**

Regular class attendance and active participation are expected. All required readings and other assignments are due prior to the class for which they are assigned. Completion of assigned readings and advance prep work is essential to your ability to contribute to class discussions, make meaningful connections to class material, and successfully execute exercises, projects, and other required activities during class time. Students are expected to bring assigned readings and prep work to class. Individual and group in-class activities, workshops, and class discussions will be an integral part of this course.

Exemplary in-class participation includes being present for the full class session; demonstrating having read the assigned readings and being prepared to discuss and otherwise engage with them; making connections between service-learning and course content; completing all assignments due for class; and actively participating in class activities.

#### 2. **Service-Learning (25%):**

- a. **Service:** Students are required to engage in service-learning every week for *at least* 25 hours over a ~12-14 week period, at the day/time assigned to them, except during university breaks. Prior to starting their service, students must complete all necessary paperwork for their placement, including a background check authorization and weekly availability, and participate in orientation. Students are also required to sign in and out at each visit and abide by all other policies at their site.

- b. **Journaling:** Students will write journal entries for each service session, always including critical observation of their service experience. Journals will then expand to include a reaction/response and analysis of the experience. More detailed instructions are provided on Blackboard re: service-learning journaling.
    - (i) **Critical observation:** Students will record the time/day/total hours for each day as well as a critical observation (think field notes) in their service-learning journal as soon as possible after each service session (and no later than 48 hours) after each service session. Critical observation includes reporting on on-site happenings without imposing personal reactions or analyses. Entries may focus on a specific event of interest; more general interpersonal dynamics; programs or activities observed; and/or a report of activities completed or things accomplished that day.
    - (ii) **Reaction/response:** Students will record personal thoughts and reactions to their service activities. Reactions/responses should be completed prior to the next service session or other due date assigned by the instructor.
    - (iii) **Analysis:** Students will analyze how course content and concepts in HDFS can be used to understand their service experience and to identify areas they are interested in learning more about as the course continues. Analysis should be completed prior to the next service session or other due date assigned by the instructor.
  - c. **Meaning Making & Analysis Papers:** Students will have four additional opportunities for demonstrating their learning, facilitated by their service experiences and ongoing response and analysis to those experiences using course content and other HDFS concepts. In these papers, students will be given prompts to facilitate “the process of analyzing, reconsidering, and questioning one’s experiences within a broad context of issues and content knowledge,” or “considering and reconsidering [one’s] values, beliefs, and acquired knowledge that enables [one] to question and challenge [one’s] stereotypes and other *a priori* assumptions” (Jacoby, 2015, pp. 26-27).
3. **Writing & Information Literacy Assignments (25%):**  
Various assignments, including but not limited to personal reflections, source summaries, and analyses of scholarly sources, will be assigned during the semester. These homework assignments are designed to foster your development of critical reading, thinking, and writing skills related to course readings, service-learning experiences, and the HDFS profession more generally, as well as to build information literacy skills. Specific directions for these assignments will be provided.
4. **Final Paper (25%):**  
The final paper will integrate the skills and knowledge gained in information literacy, writing, and service-learning through writing about a particular area of HDFS. The paper will demonstrate students' ability to critically engage with HDFS material and their service-learning experience and effectively communicate well-supported ideas to others for practical use. Additional information about and guidance on this assignment will be provided.

**Grading:** Participation: 25% | Service-Learning: 25% | Writing/Info Literacy: 25% | Final Paper: 25%

Final grades are reported as letter grades as follows:

A+ = 98+	B+ = 87-89.99	C+ = 76-79.99	D+ = 67-69.99
A = 93-97.99	B = 83-86.99	C = 73-76.99	D = 63-69.99
A- = 90-92.99	B- = 80-82.99	C- = 70-72.99	D- = 60-62.99
		F < 60	

### COURSE POLICIES

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- 1. Expected Workload:** As a 4-credit class, you should expect to work 8-12 hours per week on the material outside of class (including your service-learning requirements). For some students, this class may require more or less than the average time listed here.
- 2. Engagement, Etiquette, & Inclusion:** Active participation and engagement include raising points and questions in class discussions that are thoughtful, insightful, and thought provoking and responding to instructors/peers in a constructive manner, contributing to an expanded understanding of concepts discussed. When clarification is needed, actively engaged students will seek feedback or clarification on readings or assignments. Active engagement also means that students respond to instructor's communications in a very timely manner, turn in assignments by due dates, and convey openness to feedback from instructors/peers. Side talking and sleeping are disruptive in a classroom environment, and any student perceived as disruptive may be asked to leave the class.

Each of us is expected to be respectful in what we say and how we act, paying special attention to our spoken and unspoken communication with one another in order to create and maintain an inclusive and supportive learning environment. If you perceive the general climate of the classroom or particular behaviors or words are not inclusive and respectful, I encourage you to raise this as a point of discussion so that we can collectively address the issue(s) at hand. If you are not comfortable raising the issue(s) as part of class discussion, please schedule a time to speak with me in person in a timely manner so that we can discuss the concerns and develop a plan to address the issues.

Similarly, department protocol is for these and other concerns about the course to first be brought to the attention of the instructor so that there is opportunity to directly address such issues in a collaborative and timely manner. If, after talking, you feel that the concern is not sufficiently addressed, you should contact the HDFS Program Coordinator, Dr. Jackie Weinstock ([Jacqueline.Weinstock@uvm.edu](mailto:Jacqueline.Weinstock@uvm.edu)) for the next step(s) in pursuing a resolution.

- 3. Grading:** This course is more about the *process* of learning than it is about one's performance on every product (i.e., assignment) that is turned in. In other words, students are largely evaluated on their progress throughout the course as demonstrated by improvement from the start of class through to the end of class, as well as the quality of critical thinking, writing, use of sources, and

application of course concepts to service-learning experiences demonstrated in the final paper. As such, some assignments will be given a pass/fail grade simply for submission, and some will receive a response and/or be assessed based on the level of proficiency but will not be the equivalent of a particular letter grade or percentage. However, grades on each component of the course as well as final course grades will ultimately be assigned letter grades/percentages reflecting the progress made in each area as well as the quality of final submissions. Students will be given information on what is expected to earn each grade.

4. **Service-Learning:** Emphasis is placed on the process of *learning* from service-learning. Although students are not evaluated on the number of service hours, they are responsible for tracking their service hours. Completing the required hours as well as fulfilling the responsibilities and meeting expectations of their volunteer role are required. Failure to regularly attend, fulfill responsibilities, and/or adhere to policies and expectations while on site may result in failure of the class and/or removal from the service-learning site since such failure negatively affects the community organization and its clients, the partnership, and the reputation of the university and the HDFS program.
5. **Classroom Technology:** The misuse of electronic devices can be extremely distracting in a classroom environment for the instructor, the individual student, and fellow classmates. If needed, you may use your laptop, tablet, or e-reader in class to access readings and take class notes, and you should refrain from doing things that are not directly related to what is going on in the classroom (like surfing the internet, sending/reading emails, communicating with friends, using social media, working on other assignments, etc.). Phones should be put away during class. If you need to have your phone nearby or are expecting an important phone call during class time, please let the instructor know at the beginning of class.
6. **Email Etiquette:** Outside of class, email will be our primary means of communication. Polite, concise, and respectful emails are expected at all times. If and when you email us, please include the course title or name in the subject line, alongside some indicator of your email's content (e.g. "HDFS 001 Assignment Question"). You should always respectfully address whoever you are emailing (i.e. please do not begin an email with "hey"). Always identify yourself (and use your UVM email address) when you correspond (especially early on in the semester). Getting in the habit of practicing professional correspondences will not only help us to be responsive, it will be useful to you in your academic and professional careers.
7. **Blackboard:** Blackboard is the portal through which we will interact in this course. If you not yet familiar with Blackboard, please explore the site and its functions as soon as possible.
8. **Extenuating Circumstances:** If an emergency occurs that affects your ability to complete required coursework, you must alert the instructor as soon as possible and ideally in advance of missing any course requirements. If you would like the instructor to consider offering an extension, the instructor must receive a verifiable, documented excuse via your college Dean's Office. In these rare

instances, students with verifiable excuses must turn in assignments within one week of the original due date, unless notification from the Dean of Students indicates a justified extension. Assignments turned in late without a verifiable excuse will receive a full letter grade reduction for each 24 hour period.

- 9. Course Evaluation:** All students are expected to complete an end-of-semester course evaluation. Evaluations will be anonymous and confidential, and all information gained, including constructive criticisms, will be used to improve the course. Time will be provided in class for completion.

### UNIVERSITY POLICIES

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For a full listing of university policies that students are required to adhere to, please visit [here](#).

- 1. Academic Integrity:** The [UVM Code of Academic Integrity](#) will be strictly enforced in this course. All aspects of your coursework are covered by the Code and suspected violations will be promptly reported. The Code is the University policy that expressly forbids plagiarism, fabrication, collusion, and cheating.
- 2. Grade Appeals:** If you would like to contest a grade, please follow the procedures outlined in [this policy](#).
- 3. Religious Observance:** Students have the right to practice the religion of their choice. If you plan to miss class for the purpose of religious observance and want an opportunity to make up coursework, you must submit your documented religious holiday schedule to the instructor in writing by the end of the second full week of classes.
- 4. Student Accessibility Services:** If you may need accommodations, please visit [Student Accessibility Services](#) to learn more about screening and accommodations. Eligible students may request academic adjustments/accommodations through SAS and by meeting with me to discuss implementation of approved adjustments/accommodations. Since accommodations often require early planning and are not generally implemented retroactively, please contact SAS and meet with me as soon as possible.
- 5. Student Support Services:** If at any time during the course you feel that you need support services of a non-academic nature, please refer to UVM's [Counseling & Psychiatry Services](#), [Student Health Services](#), [Diversity and Equity Unit](#), [Office of Affirmative Action and Equal Opportunity](#), or any other support services available to you through [Student Affairs](#).
- 6. Title IX Disclosure:** As your instructor, I strive to create an effective learning environment in our classroom that welcomes your personal sharing of relevant stories, experiences, and perspectives. I also strive to be available to individual students who are struggling with various aspects of the course or in personal ways triggered by the course or by other events in your lives. Yet as an instructor, we are "[Responsible Employees](#)," meaning we are responsible for reporting to the Title IX

Coordinator instances of sexual assault, intimate partner violence, harassment, and discrimination disclosed to us, including the name of the person that disclosed to us, for institutional review. If you would like to speak confidentially with someone (i.e., someone not required to make a report for institutional review), you may contact the following resources directly for support: [Campus Victim's Advocate](#), [Counseling & Psychiatry Services](#), or [The Center for Student Health and Wellbeing](#).

7. **C.A.R.E:** If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the [Dean of Students website](#).
8. **Final Exam Policy:** The University [final exam policy](#) outlines expectations during final exams and explains timing and process of examination period.
9. **FERPA Rights Disclosure:** The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the [Family Educational Rights and Privacy Act \(FERPA\) of 1974](#).

Students are responsible for knowledge and observance of all the rules and regulations outlined in the [Code of Students Rights and Responsibilities](#) and related documents, including those described above.



### COURSE CALENDAR

This calendar may be modified to better meet the needs of the learning environment. Refer to Blackboard for the most updated information.

Date	Required Readings (With the exception of <i>Using Sources</i> , all material is available on Blackboard.)	Assignment(s) Due
<b>WEEK 1</b>		
<b>T 8/27</b>	<b>Intro to HDFS &amp; the Course</b>	
<b>Th 8/29</b>	<b>Intro to Service-Learning</b> <ul style="list-style-type: none"> <li>Course syllabus</li> <li>Felten &amp; Clayton (2011), Service-Learning</li> </ul>	<ul style="list-style-type: none"> <li>Service-Learning availability</li> </ul>
<b>WEEK 2</b>		
<b>T 9/3</b>	<b>Intro to Service-Learning</b> <ul style="list-style-type: none"> <li>Ash &amp; Clayton (2009), Intro to Critical Reflection</li> <li>Review S-L placement websites</li> </ul>	
<b>Th 9/5</b>	<b>NO CLASS MEETING</b> <ul style="list-style-type: none"> <li><b>Boys &amp; Girls Club and IAA Volunteers Attend On-Site Orientation (10:15-11)</b></li> <li><b>Sara Holbrook Volunteers Attend Orientation in Classroom, Votey 205 (10:15-11)</b></li> </ul> <p>Required readings:</p> <ul style="list-style-type: none"> <li>Seven Days (2019), Burlington's 13 Percent</li> <li>APA (2015), Helping Immigrant Children Heal*</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Service Assessment</li> <li>BGC/IAA &amp; SHCC volunteers: SLJ #1 (<i>due within 48 hours of orientation</i>)</li> </ul>
<b>WEEK 3</b>		
<p><b>--- NOTE: Future Service-Learning Journal entries are due weekly following the first day of service after orientation. See Blackboard for additional instructions. ---</b></p> <p><b>Service-Learning Journals for Week 3 should include only the Critical Observation component.</b></p>		
<b>T 9/10</b>	<b>NO CLASS MEETING</b> <ul style="list-style-type: none"> <li><b>King Street Center Volunteers Attend On-Site Orientation (10:15-11)</b></li> </ul> <p>Required readings:</p> <ul style="list-style-type: none"> <li><i>Using Sources</i>, Ch. 1 – Using Sources Effectively*</li> <li><i>Using Sources</i>, Ch. 5 – Summarizing*</li> <li>Hacker &amp; Sommers (2016, pp. 104-137) – APA Citations</li> </ul>	<ul style="list-style-type: none"> <li>Relationship with Writing Essay</li> <li>KSC volunteers: SLJ #1 (<i>due within 48 hours of orientation</i>)</li> </ul>
<b>Th 9/12</b>	<b>Using Sources &amp; APA Citations</b> <ul style="list-style-type: none"> <li><i>Using Sources</i>, Ch. 4 – Quoting Effectively</li> <li>Albee (1999) – Prevention*</li> </ul>	<ul style="list-style-type: none"> <li>Summary #1*</li> </ul>

<b>WEEK 4</b> <b>-- Service-Learning Journals for Week 4 should include only the Critical Observation component. --</b>		
<b>T 9/17</b>	<b>Burlington's Cultural Landscape &amp; Service Learning</b> <i>[CELO Presentation]</i> <ul style="list-style-type: none"> <li>○ Lareau (2011A)*</li> <li>○ Lareau (2011B)*</li> </ul>	<ul style="list-style-type: none"> <li>○ Summary #2* (Students w/Last Name A-K – Lareau 2011A; Students w/Last Name L-Z: Lareau 2011B)</li> </ul>
<b>Th 9/19</b>	<b>Critical Reflection on Service-Learning</b> <ul style="list-style-type: none"> <li>○ Mitchell, Donahue, &amp; Young-Law (2012) excerpt</li> <li>○ Hacker &amp; Sommers (2016, pp. 2-23) – Posing Questions</li> </ul>	<ul style="list-style-type: none"> <li>○ Meaning Making &amp; Analysis Paper #1 (<i>can be submitted through Sunday, 9/22 at 11:59 PM</i>)</li> </ul>
<b>WEEK 5</b> <b>-- Service-Learning Journals for Week 5 should include the Critical Observation <u>and</u> Reactions/Responses components. --</b>		
<b>T 9/24</b>	<b>Critical Thinking &amp; Use of Sources</b> <ul style="list-style-type: none"> <li>○ <i>Using Sources</i>, Ch. 2 – Finding, Choosing, Evaluating Sources</li> <li>○ Review SLJ entries* (see Blackboard for additional information)</li> </ul>	<ul style="list-style-type: none"> <li>○ S-L Themes &amp; Questions*</li> <li>○ <u>Bring laptops/tablets and S-L Themes &amp; Questions to class</u></li> </ul>
<b>Th 9/26</b>	<b>Critical Thinking &amp; Use of Sources</b> <ul style="list-style-type: none"> <li>○ Halpern (2004) – I Dare You to Try This</li> <li>○ Weir (2017) – Alternative Facts*</li> </ul>	<ul style="list-style-type: none"> <li>○ Summary #3*</li> <li><u>Bring hard copy summary of Weir to class</u></li> </ul>
<b>WEEK 6</b> <b>-- Service-Learning Journals for Week 6 should include the Critical Observation <u>and</u> Reactions/Responses components. --</b>		
<b>T 10/1</b>	<b>Preparing Sources &amp; Refining Your Research Process</b> <ul style="list-style-type: none"> <li>○ <i>Using Sources</i>, Ch. 3 &amp; 6 – Preparing Sources &amp; Avoiding Plagiarism</li> <li>○ TWO self-selected readings*</li> </ul>	<ul style="list-style-type: none"> <li>○ <u>Bring hard copies of self-selected readings to class w/highlighters</u></li> </ul>
<b>Th 10/3</b>	<b>Applying HDFS Concepts &amp; Avoiding Plagiarism</b> <ul style="list-style-type: none"> <li>○ Review chapters relevant to your placement age/stage from Berk or another lifespan development text</li> </ul>	
<b>WEEK 7</b> <b>-- Service-Learning Journals from Week 7 and on should include <u>all 3 components</u>: Critical Observation, Reactions/Responses, &amp; Analysis. --</b>		
<b>T 10/8</b>	<b>Positive Youth Development &amp; Service-Learning</b> <ul style="list-style-type: none"> <li>○ Benson et al. (1998)*</li> <li>○ Lerner (2017) – Positive Youth Development*</li> </ul>	<ul style="list-style-type: none"> <li>○ Summary #4</li> </ul>

## HDFS 001: Intro to Human Development & Family Studies for Majors | Fall 2019

<b>Th 10/10</b>	<b>Refining Your Research Process</b> <ul style="list-style-type: none"> <li>○ ONE self-selected reading*</li> <li>○ UVM Library (web), Assessing Sources</li> </ul>	
<b>WEEK 8</b>		
<b>T 10/15</b>	<b>Refining Your Research Process</b> <ul style="list-style-type: none"> <li>○ <i>Using Sources</i>, Ch. 7 &amp; 8</li> </ul>	○ Final Paper Topic/Research Question(s)
<b>Th 10/17</b>	<b>Refining Your Research Process</b> <ul style="list-style-type: none"> <li>○ Durlak et al. (2010) – After-school programs</li> </ul>	
<b>WEEK 9</b>		
<b>T 10/22</b>	<b>Workshopping HDFS 001</b> <ul style="list-style-type: none"> <li>○ TWO self-selected readings</li> </ul>	
<b>Th 10/24</b>	<b>Workshopping HDFS 001</b>	○ Meaning Making & Analysis Paper #2
<b>WEEK 10</b>		
<b>T 10/29</b>	<b>Assessing &amp; Citing Sources</b> <ul style="list-style-type: none"> <li>○ TWO self-selected readings*</li> </ul>	<ul style="list-style-type: none"> <li>○ Assess Your Sources*</li> <li>○ <u>Bring updated, hard copy reference list to class</u></li> </ul>
<b>Th 10/31</b>	<b>Citing &amp; Effective Use of Sources</b> <ul style="list-style-type: none"> <li>○ Sample Paper*</li> <li>○ Self-selected sources (as needed)</li> </ul>	○ Sample Paper Review Assignment* ( <u>bring to class</u> )
<b>WEEK 11</b>		
<b>T 11/5</b>	<b>Annotated Bibliography &amp; Final Paper Outline</b> Option 1: Class work session (Votey 205) Option 2: Individual meeting (sign up on Bb) <ul style="list-style-type: none"> <li>○ Self-selected sources (as needed)</li> </ul>	
<b>Th 11/7</b>	<b>Annotated Bibliography &amp; Final Paper Outline</b> Option 1: Class work session (Votey 205) Option 2: Individual meeting (sign up on Bb) <ul style="list-style-type: none"> <li>○ Self-selected sources (as needed)</li> </ul>	
<b>WEEK 12</b>		
<b>T 11/12</b>	<b>Bridging Service and Learning</b> <ul style="list-style-type: none"> <li>○ Self-selected sources (as needed)</li> </ul>	○ Annotated Bibliography & Final Paper Outline
<b>Th 11/14</b>	<b>(Optional) Mindfulness Workshop</b> (Optional) Meetings w/instructor <ul style="list-style-type: none"> <li>○ Self-selected sources (as needed)</li> </ul>	○ Meaning Making & Analysis Paper #3
<b>WEEK 13</b>		

## HDFS 001: Intro to Human Development & Family Studies for Majors | Fall 2019

T 11/19	<b>Editing and Revision Workshop</b> <ul style="list-style-type: none"><li>○ <i>Using Sources</i>, Ch. 9</li><li>○ UNC (web) – Revising Drafts</li><li>○ Self-selected sources (as needed)</li></ul>	<ul style="list-style-type: none"><li>○ Final Paper Draft Intro Paragraph &amp; Revised Outline</li><li>○ <u>Submit AND bring hard copy to class!</u></li></ul>
Th 11/21	<b>Peer Review Workshop</b> <ul style="list-style-type: none"><li>○ <i>Using Sources</i>, Ch. 10</li><li>○ Self-selected sources (as needed)</li></ul>	<ul style="list-style-type: none"><li>○ Final Paper Draft #1</li><li>○ <u>Bring hard copy to class!</u></li></ul>
11/26 & 11/28	WEEK 14 – THANKSGIVING RECESS – NO CLASS/NO SERVICE-LEARNING	
WEEK 15		
Final Paper Draft #2 Due Sunday, 12/1 by 11:59 PM		
T 12/3	<b>Final Paper Draft Meetings w/Instructor/GTAs</b> (Meeting details on Bb) <ul style="list-style-type: none"><li>○ Hacker &amp; Sommers (2016, pp. 138-150) - Clarity</li></ul>	<ul style="list-style-type: none"><li>○ <u>Final Paper Draft #2 (due 12/1) in hard copy</u></li></ul>
Th 12/5	<b>Final Paper Draft Meetings w/Instructor/GTAs</b> (Meeting details on Bb)	<ul style="list-style-type: none"><li>○ <u>Final Paper Draft #2 (due 12/1) in hard copy</u></li></ul>
Sunday, December 8 <sup>th</sup>	<b>Final Paper Due by 5:00 PM</b> <i>(In case there are last minute issues, a grace period will be granted until 11:59 PM, during which time deductions will not be applied. All submissions after 11:59 PM will be subject to the late submission policy.)</i>	
WEEK 16		
Friday, Dec. 13th	<b>We Will Meet 1:30-3:30 PM in our Regular Classroom</b> Final Reflections & Course Wrap Up	<ul style="list-style-type: none"><li>○ Meaning Making &amp; Analysis Paper #4</li></ul>

**UVM Department of Nursing  
Course Syllabus  
Fall 2015**

**Course:** SL: PRNU 121 Gerontology

**Faculty:** Jason Garbarino, RN-BC, MSN, CNL

**Course Description:** This course will provide a foundation for the care of the older adult. Students will examine the nature of aging emphasizing the challenges of older adults while advocating to minimize the risk of morbidity, functional decline, and hospitalization of community-dwelling and institutionalized older adults. Factors that affect the older adult's ability to maintain independence will be explored. Common physiologic, cognitive, emotional, social, and spiritual concerns will be presented.

**Course Objectives:**

1. Determine the nursing diagnosis appropriately for the older adult.
2. Utilize health information and technology to inform and enhance nursing care.
3. Identify environmental, social and cultural factors and/or knowledge deficits that may impact the care of the older adult.
4. Determine therapeutic nursing interventions based on moral, legal, ethical, regulatory or humanistic principles.
5. Discuss commonly occurring ethical and legal issues encountered in the care of the older adult.
6. Explain the physiologic changes of normal aging and their implications for health and function in older adults.
7. Identify opportunities to implement health promotion, anticipatory guidance and client education.
8. Identify strategies for improving the environment impacting older adults and their families.

(Approved by Department of Nursing: 5/11/2012)

**Teaching Strategies:** Lecture, class and Blackboard discussion, Service Learning, guest speakers

**Course Assignments/Evaluation Methods:**

**ASSIGNMENT**

**DUE DATES**

- |   |   |
|---|---|
| 1. Exam #1<br>(50 points)                 | September 25, 2015                              |
| 2. Exam #2.<br>(50 points)                | October 23, 2015                                |
| 3. Exam #3<br>(50 points)                 | November 13, 2015                               |
| 4. Service Learning<br>(100 points)       | See Sign-Up                                     |
| 5. Class Participation<br>(25 points)     | Class attendance, participation, and discussion |
| 6. Cumulative Final Exam:<br>(100 points) | TBA   |

## SERVICE LEARNING (100 pts.)

Service Learning is, “a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes” (Jacoby, 1996). In this process, students will have the opportunity to work with older adults via an established relationship with The Residence at Shelburne Bay in Shelburne, Vermont. Students will formulate a student-led, Reminiscence Therapy workshop (See Reminiscence Therapy PowerPoint on Blackboard for more information), followed by an individual conversation with an older adult resident. Students are expected to:

- Employ professional values and ethics in the community interaction.
- Recognize values and beliefs within the elder population.
- Facilitate group and personal interactions via appropriate preparation and time management.
- Demonstrate effective communication techniques with the elder population.
- Participate in group and individual reflections of the Service Learning experience.
- Explore and discuss future implications as a result of the Service Learning experience.

### Service Learning Instructions:

1. Students are required to sign-up for one session to complete the Service Learning activity. The sessions will take place Wednesday afternoons from 2-6 PM. Please be cognizant of your clinical rotation schedule when selecting a date. **Students will sign up no later than September 4, 2015 and are not able to switch dates.** Students are encouraged to take free public transportation that conveniently runs from UVM to Shelburne Road. **Students who elect not to take public transportation are required to sign a waiver (located on Blackboard) and submit it to the course instructor one week prior to the experience.**
2. Students will individually arrange meetings with their group to determine a topic for the Reminiscence Therapy and prepare how to facilitate a 90-minute activity session. Students are required to share their topic with the course instructor no later than two weeks prior to the activity. **No repeated topics among groups will be permitted.**
3. Students will individually prepare for their hour-long, individual time with the older adult. Students will brainstorm topics and questions that will facilitate active conversation.
4. Students will actively participate in the pre and post-debrief group sessions with the assigned clinical faculty.
5. **Students will come prepared to actively engage in professional attire.**
6. Students will complete an individual Reflective Paper and self-evaluation.

The following is the grading criteria for the Service Learning activity:

### **Preparation (25%):**

*Group Preparation:* Attend pre-meetings to discuss topic, brainstorm activities, and determine required materials. (Email course instructor of Reminiscence Therapy topic and notify if materials desired.)

*Individual Preparation:* Review of Engaging Older People communication techniques (See Blackboard handout) and develop a list of topics and questions for discussion.

### **Service Learning Experience and Self-Evaluation (25%):**

Students actively participate in service learning activities and pre and post-debrief sessions. Students will complete the self-evaluation form (See Blackboard) and email it to the course instructor with their reflective paper.

### **Reflective Paper (50%):**

Students will complete a six-page, double-spaced reflection paper that will be due via email by Sunday at midnight (four days after) the Service Learning experience. The Reflective paper will answer the

following questions:

- Briefly describe how you prepared for this experience. What topic did the group choose for the Reminiscence Therapy session. Why did you choose it?
- Explain how the Reminiscence Therapy session went. What went well? What would you do differently if you were to repeat it?
- Describe your individual conversation with the older adult. What went well? What would you do differently if repeated?
- What do you perceive as the biggest challenges (social, psychological, physical, emotional) for this population? How could nurses help to meet these challenges?
- Overall, how did you find this experience to be? How do you think it benefitted your comfort working with older adults? Do you think it was beneficial for the elders?

#### APA FORMAT/GRAMMAR:

The paper is **no more than 6 pages in length**, follows APA guidelines for format and grammar and is submitted on the due date as assigned. Cover and Reference Pages not included in page count.

**Additional pages will receive a 3 point deduction per page!!!!** Four points will be deducted from the paper for each day late.

#### Required Texts:

Mauk, K.L. (2014). *Gerontological Nursing: Competencies for Care*. (3<sup>rd</sup> ed.). Massachusetts: Jones and Bartlett Learning.

*Talking with your older patients*. (2011). Bethesda: National Institute on Aging (NIA). (provided by Instructor on BB. Limited hard copies available Rowell 221)



## Environmental Studies 295: Birding to Change the World



Spring Semester 2017 (4 Credits) (Sustainability course)  
Mondays, 2-5:00pm, Aiken 103, Wednesday Lab: 1:30-5:30pm at Flynn Elementary School

### **Dr. Trish O’Kane**

Environmental Studies, Rubenstein School of Environment & Natural Resources

Email: [pokane@uvm.edu](mailto:pokane@uvm.edu)

**Office Hours: Wednesdays, 11:00am-1:00pm, Aiken 312B**

**Teatime: Thursdays, 2:30-4:00pm, Bittersweet**

Home office: 802-497-0347

### **Teaching Assistant: B Freas**

General Advisor, RSENr // TA, NR 2: Nature and Culture

Email: [b.freas@uvm.edu](mailto:b.freas@uvm.edu)

**Be the change you want to see in the world:** “Birding to Change the World” is a community-based course to meet a community need. It will require humility, patience, persistence, flexibility, long underwear (over half of the course is taught outside), and a sense of humor. In this course UVM students will learn how to identify Vermont’s most common birds by sight and sound, then they will teach that skill to an elementary school student. Bird identification is a concrete skill; birds are an important portal to a better understanding and appreciation of the biophysical world. One of the only animals on Earth that live on all continents and can survive in almost any climate, birds are vital indicators of the planet’s overall ecological health. For urban children, birds are also the nature that they can see and hear every day without having to be driven to a zoo or a distant wilderness area. As builders, artists, musicians, inventors, comedians, acrobats and actors, birds are a constant source of wonder. They make tools. They learn and compose songs. They build complex green homes from sustainable materials. And they travel thousands of miles to their many homes with the sun and stars as their guides. One of the most visible and accessible forms of wildlife, they grace our daily lives with flashes of color and wild beauty, and songs that pour from leafy treetops and hedges. They can also teach us how to live sustainably.



This place-based course and service learning lab pairs UVM students as enviro-mentors with children at Flynn Elementary School. By participating in an after-school birding- and nature study club for fourth and fifth graders, UVM students are laying the foundation for a university pipeline program; many of Flynn's students will become first-generation college students. Our class will cooperate with staff at Flynn Elementary School on Burlington's New North End to provide this programming. Flynn Elementary has the largest after-school program in the Burlington school district with students from 33 different countries. The school is making herculean efforts to meet working parents' needs by providing after-school day care. Principal Graham Clarke wants to emphasize the sciences throughout Flynn's curriculum. Just a five-minute walk from Lake Champlain and surrounded by woods, beautiful parks and community gardens, Flynn is an ideal setting for an environmental-and sustainability-based children's program. Based on the theoretical framework of environmental justice (Bullard) and "Just Sustainabilities" (Agyeman)—that the environment is where we live, work and play—our class will help Flynn students connect to and appreciate their immediate environment.

To prepare for the Flynn program, you will participate in indoor/outdoor lectures every Monday at UVM on birding, environmental justice, social justice and public education, sustainability and nature study. Then our class will meet every Wednesday afternoon from 2-5:00pm during a service learning lab at Flynn Elementary to work outside with the children. We will spend every Wednesday afternoon together exploring the neighborhood surrounding Flynn to learn what the parks, woods, Lake Champlain, the Winooski River, and all the wild residents have to teach us, and what we all have to teach each other. As UVM mentors you will also help your Flynn counterparts develop academic and social skills.

### Course Structure

Course structure is based on two types of learning: learning through daily and weekly practices; and learning through relationships.

**Learning through practices:** You will engage in three weekly practices: 1) birding; 2) nature-study and public research with our Flynn co-explorers; and 3) reflective reading and writing.

1. **Birding:** Every week, you will spend at least an hour birding with a class "bird buddy." Together you will make a list of the birds observed during this session. You may do this on campus or wherever convenient--the birds are everywhere. Every Monday during lecture, you will turn your fieldbook in to the TA for a grade.
2. **Nature Study and Public Research:** Every Wednesday afternoon when you meet with your Flynn co-explorers, they may ask questions about the wildlife and vegetation in Burlington, or questions about science in general. Each week you will answer **two** of these questions. Your Flynn explorer is assigning you this "homework." You will answer these questions in writing using university websites and then turn in a hard copy to your Flynn co-explorer the following Wednesday. You will also email a copy of your questions and answers to the instructor and TA (Flynn staff want copies of your work to share with the school—I will forward these emails to them). If your co-explorers do not have questions, ask them what they are curious about and develop your own questions for them.



3. **Reading, reflecting and writing:** Every week before we go to Flynn, you will read, analyze and discuss readings to prepare you to work with your co-explorers. Flynn Elementary and the New North End will provide a learning laboratory in which to immediately test and apply ideas and concepts from class readings. **Every Thursday by 5:00pm you will email a two-page, single-spaced written reflection on your Flynn experience and on the readings to the instructor and to the TA.** This is an extremely important monitoring mechanism to help us meet the community partner's needs. You are working with minors; UVM and Flynn Elementary staff have a legal obligation to closely monitor these relationships. I need these papers by 5:00pm on Thursday in case there is a problem with one of the children; I have to consult with school staff within 24 hours. If you do not turn in these reports on time your grade will be seriously affected and I may ask you to drop the class. This weekly report is also your chance to think about your discoveries with your co-explorer and to relate these discoveries to the class readings.

**Learning through relationships:** You will learn from a child, from a place (the Winooski Delta and its non-human residents, and from the New North End, a neighborhood outside the university bubble), from each other, and from Flynn school staff. I call this relationship-based teaching "co-exploring." It means that we are not teachers, mentors and students—we are all co-explorers. Co-exploring is based on a series of reciprocal relationships.

## Course Objectives

This course's main objective is to infuse UVM students with a sense of wonder towards all wildlife, and for you to share that wonder with Flynn Elementary School students. The course also has an environmental justice focus. In addition to exploring Burlington's socially and ethnically diverse New North End, you will also examine how identity—ethnicity, class, gender, and urban/rural background—influence how we all perceive and experience nature. You will become familiar with current debates over education budgets and how these affect Burlington's children. Throughout the course, you will learn what Burlington's nature means to your Flynn co-explorers. You will explore the idea of sustainability through the eyes of a child.

In this course you will:

- Learn to find and identify 45 Vermont birds by sight and sound;
- Teach a Flynn student how to do the same;
- Explore the New North End's lakeshore, woods, wetlands and delta region with a child and discover the wonders of nature;
- Develop your own practice of scientific inquiry by doing weekly research to answer that child's questions about nature;
- Analyze how identity affects how we perceive nature;
- Develop and use outdoor teaching techniques, particularly the Nature Study method;
- Play a lot of fun nature games;
- Keep a weekly reflection journal;
- Learn how local decision-making processes affect public education;
- Share your experiences with the class and become part of a human flock.



## Course Logistics

This course has two components: 1) Monday lectures and birding sessions at UVM, some of which will be taught outside in Centennial Woods; and 2) the Wednesday afternoon service learning lab session at Flynn Elementary. **Please check your email regularly for updates on the Monday lectures: outdoor lectures and bird-walks are weather-dependent.**

For the Wednesday afternoon sessions, we leave UVM as a group at 1:30pm and ride in UVM vans to Flynn Elementary (**please do not ask to drive your own car to Flynn**—you must leave UVM with the flock and return with the flock). At Flynn, we meet with our co-explorers and then begin our afternoon exploration on foot. As long as the temperature is above 10 degrees Fahrenheit, we will work outside with the children. On bad weather days we will plan indoor activities. We leave Flynn together at 5:00pm to return to UVM. University transportation is free.

### Attendance and Classroom Etiquette: Labs and Lectures

**This is not just a college class—this is a community program.** A child is depending on you to show up, on time, every week. Please do not let that child down and do not let UVM down. This program is the first building block of a long-term diversity pipeline to bring first-generation Burlington kids to our college. **You are UVM's ambassador in the New North End.**

**Wednesday Labs:** Consider this a job for the semester. You will sign a contract and submit a resume to the Burlington after-school program. You must submit weekly reports. Forty percent of your grade is based on showing up, being professional, and participating to the best of your ability. If you must miss a class lab at Flynn Elementary because of an extremely urgent matter such as illness or family emergency, contact instructor **before** the afternoon session by email or call my home office (no texts); I will have to assign another mentor to your Flynn co-explorer for that day.

- **If you miss more than two Flynn sessions, you have failed the class and must withdraw, immediately. You cannot continue to be a mentor at Flynn.**

**Monday Lectures:** Attendance and participation means arriving on time. I will lock the door five minutes after class begins: **tardy means absent**. Attendance will be taken daily by the teaching assistant. **Every student can accrue two unexcused absences without penalty.** This should cover any unforeseen issues with weather, illness, family or work emergencies. **Please do not email me about these absences; there is no makeup work.**

- Three lecture absences or more will seriously affect your grade (attendance is 40%) and will affect your ability to be a responsible mentor; I may ask you to withdraw from the class. **For extreme circumstances, contact our Dean of Students, Marie Veafagnant: [Marie.Vea-Fagnant@uvm.edu](mailto:Marie.Vea-Fagnant@uvm.edu).**

**Late Weekly Reflections:** Late assignments receive a maximum grade of 50% (half-credit). In order to receive a grade of 50%, late work must be submitted within two weeks of the original

deadline. In extreme situations, **please see your advisor and have them contact me** to request an accommodation.

**Fieldbooks:** All ornithology fieldbooks must be turned into the TA during Monday's lecture. If you forget your fieldbook and turn it in later that week for a grade (no later than Thursday), you will receive a grade of 50%.

**Classroom Etiquette:** Cellphone use is not permitted in any UVM classroom, including this one. Laptop use is not permitted unless an individual has received special permission from the instructor; this accommodation can be revoked at any time.

**Communications:** I will try to answer all email inquiries within 48 hours. If you have had a serious problem at Flynn with your co-explorer and need to talk to me for any reason, please call me at home, **immediately, any time of the day or night: 802-497-0347.**

**Student Learning Accommodations (ACCESS):** In keeping with university policy, any student with a documented disability interested in utilizing accommodations should contact ACCESS, the office of Disability Services on campus: ACCESS: A170 Living/Learning Center; 802-656-7753; [access@uvm.edu](mailto:access@uvm.edu); [www.uvm.edu/access](http://www.uvm.edu/access). ACCESS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations via an accommodation letter to faculty with approved accommodations as early as possible each semester. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. **Please contact me during the first two weeks of classes if you need an accommodation.**

**Use of Student Work:** This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at UVM may be used for educational purposes. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After the course has been completed, any further use of student works will meet one of the following conditions: 1) the work will be rendered anonymous through the removal of all personal identification of the work's creator (s); or 2) the creator's written permission will be secured.

**Academic Honesty:** Follow the UVM guidelines for academic honesty. Plagiarism or cheating on an exam earns an automatic grade of "F." I also reserve the right to take the matter before UVM's committee on academic integrity which may decide to suspend or expel you from UVM. Please read UVM's policy on academic honesty at:  
<http://www.uvm.edu/~dledford/academicintegrity.pdf>.



## Grading System:

**Participation:** attendance, mentoring, class discussions, co-teaching 40%

**Weekly Reading and Writing Reflections:** 30%

**Three Bird/Nature Study Identification Exams:** 5%

### Homework:

Weekly Birding Field Practice 15%

Weekly Public Research for the kids 10%

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100%

### Security while working with the kids:

- Use common sense. Think like a bird. If you feel or smell danger, make a lot of noise and fly out of there.
- **Co-explorers should always stay together. You are responsible for your Flynn student; keep them within view at all times. If they run away, you run after them.**
- Keep kids off the frozen lake and river. **This is a direct order from Flynn staff.**
- Please do not stray too far from the group.
- Get back on time so the rest of the group does not worry.
- Teach your bird buddy how to be outside, have fun, and stay safe.

### Course Texts and Readings:

**Please make the Burlington Free Press your homepage this semester. Read it daily** (VT Digger is also highly recommended). You should be familiar with any news stories and editorials covering education issues, social justice and racism in Burlington, and particularly in the neighborhood where you are working, the New North End. Check BlackBoard weekly for short class readings to supplement required texts. Please purchase the following texts, which should be available in the UVM bookstore (if not available, order on Amazon):

An engineering fieldbook (waterproof)

Coates, Ta-Nehisi.

2015 *Between the World and Me*. Spiegel & Grau, NY (imprint of Random House).

Hardcover. First Edition. ISBN: 978-0-8129-9354-7.

Crossley, Richard

2011 *The Crossley ID Guide, Eastern Birds*. Princeton, NJ: Princeton University Press.

Haupt, Lyanda

2001 *Rare Encounters with Ordinary Birds*. Seattle, WA: Sasquatch Books.

Louv, Richard

2008 *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*.

Chapel Hill, NC: Algonquin Books.

Robinson, John C.

2008 *Birding for Everyone: Encouraging People of Color to Become Birdwatchers*.

Marysville, OH: Wings-on-Disk.

Winn, Marie

1999 *Red-tails in Love: A Wildlife Drama in Central Park*. NY, NY: Vintage Books.

### **Web Sites for Research Assignments and Weekly Bird Identification:**

Cornell Lab of Ornithology <http://www.allaboutbirds.org>

VTBIRD: subscribe on the listserve for emails on local sightings

Vermont E-Bird: subscribe to e-newsletter for news on birds in Vermont: [ebird.org/contact/vt/](http://ebird.org/contact/vt/)

Burlington Geographic <http://www.uvm.edu/place/burlingtongeographic/>

The Birds of North America <http://www.wisc.edu> (free access with student ID on library website, search for "Birds of North America" online.

We Love Birds <http://www.welovebirds.org/>

Vermont Breeding Bird Atlas [val.vtcostudies.org/projects/Vermont-breeding-bird-atlas/](http://val.vtcostudies.org/projects/Vermont-breeding-bird-atlas/)

Encyclopedia of Life <http://eol.org/>

### **WEEKLY DEADLINES:**

**Every Week:** Go birding for **at least one hour** with your bird buddy.

**Every Monday:** Bring fieldbook to class and hand in to TA. They will grade your journals and pass them back on Wednesdays.

**Every Wednesday:** Bring a hard copy of your two research questions and answers to Flynn Elementary to turn in to your co-explorer. **Also, email questions and answers in a word file to instructor and TA.**

**Every Thursday:** Email your Flynn and reading reflection to instructor and TA by **5:00pm**.

### **Key Dates:**

#### **Bird ID Quizzes:**

First quiz: Monday, February 6, 2017

Second quiz: Monday, March 20, 2017

Third quiz: Monday, May 1, 2017

**Campus Goodbye Party for Kids:** Wednesday, May 3, 2017.

**Final Reflection due:** Thursday, May 11, 2017.



ENVS 295  
SL: Adaptation to Climate Change  
Spring 2017

**Note: This syllabus is emergent and may be subject to change with advanced notice.**

Amy L. Seidl, Ph.D.  
Office hrs TH 3-4:30 & F 1-3  
Bittersweet, 153 S. Prospect  
For an appt. call 656-4055  
[amy.seidl@uvm.edu](mailto:amy.seidl@uvm.edu)

T/Th 1:15-2:30 pm  
Old Mill Annex A202

Ariana Cano, Ph.D. candidate RSEN  
Aiken 312-6  
For an appointment, contact Ariana directly  
[Acano3@uvm.edu](mailto:Acano3@uvm.edu)

*Course Overview*

Carbon mitigation has been the dominant response to global warming in the 35 years since the term was first coined. But the blunt fact is this: global warming will continue throughout the next century regardless of our success in reducing emissions. Therefore, while mitigation will minimize the pace and extent of climate change, adaptation will be the process by which humans persist beyond the Age of Warming.

In this course we will consider adaptation in both ecological and human systems. We will begin by examining how ecological systems, in their myriad forms, are responding to climate change. Here, ecological and evolutionary concepts of selection, resilience, plasticity, adaptation, and ecosystem health will be emphasized. By using case studies and climate scenarios we will examine specific ways in which biological evolution is unfolding. These cases will help us decipher, and generalize, what our ecological future may look like.

In addition, we will examine how human communities have and will adapt to climate change. We will begin by considering how ancient people, from the American southwest to the Arctic, adapted or failed to adapt to landscape changes brought about by previous climate events. Then, we will examine how communities in the 21<sup>st</sup> century are availing themselves of emerging technologies, design innovations, planning, and social movements, including sustainable development and climate justice, to expand their human adaptive capacity and bring resilience to their communities.

**This course will be taught as a service-learning course conducting community-based research (see below).**

*Learning Outcomes*

1. Explain and discuss contemporary issues in climate science and the role adaptation plays as an ecological, evolutionary, and cultural response.

2. Learn the history and sociology of climate change social movements, policy, and willingness of community to take climate action.
3. Identify the cultural implications of global warming on socio-ecological systems.
4. Apply an adaptation framework, using service learning pedagogy, to the pragmatic efforts of civil society to manage climate risk, decrease vulnerability, increase social equity, and build resilient communities.
5. Use a systems thinking perspective to detect the ways in which climate change as a phenomenon will demand and initiate new thinking about transportation, energy, food security, recreation, local government, etc.

### *Service Learning*

*Adaptation to Climate Change* is a service-learning course. “Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development” (Jacoby, 1996).

In spring 2017, we will apply our collective knowledge and skills, gained in this class and elsewhere, to work as climate consultants with our community partner, the City of Burlington. Our ultimate goal is to host a community conversation about resilience and adaptation for city officials, members of the Mayor’s staff, and interested citizens. This event will be a poster session and held on April 27<sup>th</sup>.

To this end, student groups will address the research question: how resilient and adaptive will Burlington, Vermont be in the 21<sup>st</sup> Century given climate predictions? Students will address this question by understanding climate change as a global phenomenon as well as the predictions for climate impacts at the local level; by reading and analyzing planning documents developed by the Burlington’s Office of Planning and Zoning to detect resilience thinking and where resilience and adaptation strategies can be further developed; and by researching the resilience and adaptation plans in other cities to understand innovative approaches to being prepared for changing conditions.

### *Service Learning Outcomes*

1. Work with the City of Burlington and its planning documents to bring resiliency and climate adaptation framing to city planning.
2. Conduct research and suggest strategies for city resiliency given climate scenarios for the Northeast.
3. Apply ecological and sociological concepts and knowledge to the practice of climate adaptation.
4. Develop professional collaboration, research, and communication skills (e.g., oral, written, and visual) as a climate consultant while serving a community partner.
5. Integrate the contributions of multiple team members into a final professional project.
6. Understand the role of critical reflection as elemental to learning through community-based research.

### *Assessment*

Diverse assessments will be used in this course. While you will not receive credit per se for the hours spent in service to our community partner, your learning as someone who is engaged in a community-based project will be assessed and graded.

Course assessments include:

1. Response to readings using notecards;
2. Critical reflection assignments as well as a final self-assessment;
3. Group service learning project with draft and final poster presentations;



4. Marketing and publicity for community conversation;
5. Resiliency research and class presentation;
6. Discussion and participation.

The course is structured for upper-level engagement and assumes a collaborative approach to inquiry in the classroom. Lectures comprise approximately a third of the class time. A second third will be allocated to discussion, guest lectures, and viewing alternative media. A final third will be spent on the service-learning research project.

*Reading Notecards:* Our wish is for these notecards to prepare you to discuss and engage in class activity. They will encourage you to engage with the assigned readings, ask questions, be prepared for discussion, and then reflect on the larger ideas as they apply to course content. Notecards will be due the evening before class. That way, the instructors can read the questions students have about the readings in order to shape the lecture and discussion accordingly. After class, students will revise their notecards based on their learning. Notecards can be used as sources for service learning.

*Reflection Assignments:* There will be three written reflection assignments. These will be centered on the service learning nature of the course. Students will be expected to critically reflect on their experience and integrate course material with their research as related to our community partner. The intent of these reflections is to deepen understanding of how the service learning process is unfolding and its relevancy in both academic and empirical terms. It is also a chance for students to consider their personal development throughout the semester. Each reflection will have a prompt that focuses on different stages of the service learning process.

*Adaptation and Resiliency Research:* The purpose of this assignment is to deepen your familiarity with the literature of climate adaptation and resilience and to prepare you to engage as a climate consultant with our community partner. As research for our community partner gets underway, we will be better able to specify the goals of this assessment, stay tuned.

*Daily Climate List serv:* Students are requested to subscribe to the Daily Climate list serv [http://www.dailyclimate.org/subscribe\\_landing](http://www.dailyclimate.org/subscribe_landing) so as to read more broadly on the subject of climate change adaptation throughout the semester.

*Class participation:* The course is 25 students. This is large enough to hear a diverse set of opinions and small enough to engage in productive discussion. Sometimes we will hold class-wide discussions; other times we will use a world café approach where small groups rotate members. In either scenario, your participation is of the utmost and it is expected that you come prepared to discuss the readings, having completed your notecards, and able to apply what you've read. Unexcused absences will be penalized at 5 pts per day.

### *Readings*

We will read two books in this course: *The Long Thaw*, by David Archer, Princeton University Press (2009); *Resilience Thinking*, by Brian Walker and David Salt, Island Press (2006). In addition, many of the course readings will come from the primary literature, i.e., peer-reviewed scholarly pieces on climate adaptation, resilience, and biological/cultural responses to climate change. But there will also be creative nonfiction pieces as well in which authors take a literary and/or humanities perspective on climate change. Books are on sale in the UVM bookstore and all other readings will be available on-line articles and/or on Blackboard.

## Grading

<i>Assessment</i>	<i>Percentage</i>	<i>Points</i>
Reading notecards	20%	100 pts.
Reflection assignments and self-evaluation	20%	100 pts.
Climate Adaptation and Resiliency Research (elements and pts TBD)	15%	75 pts.
Service Learning Poster Project (peer critique of draft presentation 15 pts., instructor critique of draft presentation (2) 35 pts., final presentation 100 pts.)	30%	150 pts.
Marketing and public relations for SL event	5%	10 pts.
Class/Group Participation	10%	50 pts.
Total	100%	500 pts.

**CE 182 Geotechnical Principles Laboratory**  
Spring 2019 (M/W/F 8:30 - 10:30 am, Votey 127 Geomaterials Lab)

Catalog Data:	CE 182 Geotechnical Principles Laboratory	2 credits
Description:	Performing various laboratory tests to determine index, hydraulic, and mechanical properties of soils; computer modeling of geotechnical systems; associated laboratory and project report writing and presentations.	
Prerequisite:	CE 180 is a co-requisite (by default CE 100 is a prerequisite)	
Textbook:	<i>Soil Mechanics Laboratory Manual</i> , by B. M. Das, Oxford University Press ( <u>optional</u> )	
References:	An Introduction to Geotechnical Engineering by Holtz, Kovacs and Sheahan. Soil Mechanics Design Manual 7.01, Naval Facilities, 1986. Downloadable at: <a href="http://web.mst.edu/~rogersda/umrcourses/ge441/dm7_01.pdf">http://web.mst.edu/~rogersda/umrcourses/ge441/dm7_01.pdf</a>	
Instructor:	Dr. Mandar M. Dewoolkar, P.E. Office: Votey 213A, e-mail: <a href="mailto:mdewoolk@uvm.edu">mdewoolk@uvm.edu</a> , Office hours: TR 10:30-11:30 am	
Teaching: Assistants	Bijay K-C Office: Perkins 203A, e-mail: <a href="mailto:Bijay.K-C@uvm.edu">Bijay.K-C@uvm.edu</a> , Office hours: _____ Maziar Foroutan Office: Perkins 203A, e-mail: <a href="mailto:Maziar.Foroutan@uvm.edu">Maziar.Foroutan@uvm.edu</a> , Office hours: _____	

Learning Objectives:

1. Demonstrate the ability to perform laboratory tests in accordance with established standards (e.g. American Society for Testing and Materials) and understand the importance of various material properties;
2. Demonstrate the ability to compile, analyze, interpret and synthesize collected laboratory data and draw conclusions associated with index, hydraulic, and mechanical properties of soils also using engineering judgment;
3. Demonstrate the ability to design a laboratory testing program in support of a civil and environmental engineering design project and/or research project;
4. Demonstrate the ability to acquire and apply new knowledge as needed for a civil and environmental engineering design project and/or research project;
5. Demonstrate the ability to use modern engineering tools for the analysis of experiments;
6. Demonstrate the ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives; and
7. Demonstrate the ability to write and present clear technical laboratory and project reports, and make professional presentations.

Computer Usage: We will use a commercial software (SEEP/W) to analyze steady-state seepage conditions. In addition, we will employ Excel, Matlab, WORD and PowerPoint to analyze and visualize experimental and project data and prepare technical reports, papers and presentations.

Community Service-Learning (SL) Project: Service-learning (SL) is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning of academic materials and personal

development. In this course, we will partner with Chittenden Solid Waste District (CSWD) on a project proposed by them that aligns very well with our course objectives.

**Grading:**

100-95	A+	90-87.5	B+	82.5-80	C+	75-72.5	D+	<67.5	F
95-92.5	A	87.5-85	B	80-77.5	C	72.5-70	D		
92.5-90	A-	85-82.5	B-	77.5-75	C-	70-67.5	D-		

Lab reports (10 - 12):60%

Homeworks: 5%

SL Project: 20%

Final exam: 15% (Monday, May 6, 7:30 – 10:15 am)

**Lab attendance and late lab reports policy:** It is highly recommended that you submit your lab reports during the lab, but the absolute deadline is 5 pm on the due date. No late submissions will be accepted. Attending labs in full is mandatory. You are expected to arrive by 8:30; habitual late arrivals will result in 5 points reduction in lab report grades. If you are not able to attend a lab, notify the TA before the beginning of the lab session. If the reason of your absence is acceptable, you must attend one of the other weekly lab sessions. Failure to attend a lab will result in 40 points reduction in the associated lab report grade.

**UVM Policies:**

**Academic Honesty & Professionalism:** UVM takes academic honesty very seriously and those standards will be enforced in this class. Offenses against the Code of Academic Integrity affect the entire university community. Any suspected violations of this code will be forwarded to the Center for Student Ethics and Standards for further investigation. Academic dishonesty includes not only “cheating”, but also fabrication, plagiarism and collusion. You are strongly encouraged to read the Code itself, which can be found at: <http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>

**Religious Holidays:** The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. An arrangement could then be made to make up the missed work.

**Student Athletes:** In order to be excused from classes, student athletes should submit appropriate documentation to the Professor in advance of all scheduling conflicts within the first two weeks of class. We expect those missing class will submit make-up assignments within a reasonable time period.

**Accommodations:** In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. Please go to this link, Accommodation Guidelines ([http://www.uvm.edu/access/?Page=accommodation\\_guidelines.html](http://www.uvm.edu/access/?Page=accommodation_guidelines.html)), to better understand the process. The student is expected to meet the instructor before the plan can be implemented. Contact SAS: A170 Living/Learning Center; 802-656-7753; [access@uvm.edu](mailto:access@uvm.edu); or <http://www.uvm.edu/access>.

Anticipated Schedule:

Week	Mon	Tue	Wed	Th u	Fri	Sat	Sun	Month
1	<b>14</b> Lab 1: Intro, safety, and visual classification; HW 1 assigned	<b>15</b>	<b>16</b> Lab 1: Intro, safety, and visual classification; HW 1 assigned	<b>17</b>	<b>18</b> Lab 1: Intro, safety, and visual classification; HW 1 assigned	<b>19</b>	<b>20</b>	<b>Jan</b>
2	<b>21</b> MLK Day	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	
3	<b>28</b> Lab 2: Phase relations Lab 3a: Soil classification - sieve analysis  <b>Due date: Lab 1 &amp; HW 1</b>	<b>29</b>	<b>30</b> Lab 2: Phase relations Lab 3a: Soil classification - sieve analysis  <b>Due date: Lab 1 &amp; HW 1</b>	<b>31</b>	<b>1</b> Lab 2: Phase relations Lab 3a: Soil classification - sieve analysis  <b>Due date: Lab 1 &amp; HW 1</b>	<b>2</b>	<b>3</b>	<b>Feb</b>
4	<b>4</b> Lab 3b: Soil classification - hydrometer analysis and Atterberg limits  <b>Due date: Lab 2</b>	<b>5</b>	<b>6</b> Lab 3b: Soil classification - hydrometer analysis and Atterberg limits  <b>Due date: Lab 2</b>	<b>7</b>	<b>8</b> Lab 3b: Soil classification - hydrometer analysis and Atterberg limits  <b>Due date: Lab 2</b>	<b>9</b>	<b>10</b>	
5	<b>11</b> Lab 4a: Compaction I & Project Intro (HW2)  <b>Due date: Lab 3</b>	<b>12</b>	<b>13</b> Lab 4a: Compaction I & Project Intro (HW2)  <b>Due date: Lab 3</b>	<b>14</b>	<b>15</b> Lab 4a: Compaction I & Project Intro (HW2)  <b>Due date: Lab 3</b>	<b>16</b>	<b>17</b>	
6	<b>18</b> President's day	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	
7	<b>25</b> Lab 4b: Compaction II  <b>Due date: HW 2</b>	<b>26</b>	<b>27</b> Lab 4b: Compaction II  <b>Due date: HW 2</b>	<b>28</b>	<b>1</b> Lab 4b: Compaction II  <b>Due date: HW 2</b>	<b>2</b>	<b>3</b>	<b>March</b>
8	<b>4</b> Lab 5: Permeability  <b>Due date: Lab 4</b>	<b>5</b>	<b>6</b> Lab 5: Permeability  <b>Due date: Lab 4</b>	<b>7</b>	<b>8</b> Lab 5: Permeability  <b>Due date: Lab 4</b>	<b>9</b>	<b>10</b>	
9	<b>11</b> Spring break	<b>12</b>	<b>13</b> Spring break	<b>14</b>	<b>15</b> Spring break	<b>16</b>	<b>17</b>	
10	<b>18</b> Project Labs	<b>19</b>	<b>20</b> Project Labs	<b>21</b>	<b>22</b> Project Labs	<b>23</b>	<b>24</b>	

11	<div>25</div> <div>Project Labs</div> <div>Due date: Lab 5</div>	26	<div>27</div> <div>Project Labs</div> <div>Due date: Lab 5</div>	28	<div>29</div> <div>Project Labs</div> <div>Due date: Lab 5</div>	30	31	April
12	<div>1</div> <div>Lab 6: SEEP/W</div> <div>Due date: None</div>	2	<div>3</div> <div>Lab 6: SEEP/W</div> <div>Due date: None</div>	4	<div>5</div> <div>Lab 6: SEEP/W</div> <div>Due date: Lab 7</div>	6	7	
13	<div>8</div> <div>Lab 7: Seepage physical model</div> <div>Due date: Lab 6 and Project data</div>	9	<div>10</div> <div>Lab 7: Seepage physical model</div> <div>Due date: Lab 6 and Project data</div>	11	<div>12</div> <div>Lab 7: Seepage physical model</div> <div>Due date: Lab 6 and Project data</div>	13	14	
14	<div>15</div> <div>Lab 8: Consolidation and Project Discussion</div> <div>Due date: Lab 7</div>	16	<div>17</div> <div>Lab 8: Consolidation and Project Discussion</div> <div>Due date: Lab 7</div>	18	<div>19</div> <div>Lab 8: Consolidation and Project Discussion</div> <div>Due date: Lab 7</div>	20	21	
15	<div>22</div> <div>Project presentations</div>	23	<div>24</div> <div>Project presentations</div>	25	<div>26</div> <div>Project presentations</div>	27	28	
16	<div>29</div> <div>Due date: Lab 8</div>	30	<div>1</div> <div>Due date: Lab 8</div>	2	<div>3</div> <div>Due date: Lab 8</div>	4	5	May



CDAE 224: Public Communication Capstone  
Spring 2019  
Tuesday and Thursday 11:40-12:55  
Location: Morrill 010

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**Congrats on entering your final semester!**

The CDAE faculty are so happy for you. We cannot wait to see you thrive in your future workplaces and communities! This PCOM Capstone is our way of supporting you as you launch you into the next stage of your journey!

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#### Your Instructional Team:

**Instructor: Dr. Sarah Heiss**

Schedule a meeting with me: <https://calendly.com/sarah-heiss>

Email me: [sarah.Heiss@uvm.edu](mailto:sarah.Heiss@uvm.edu)

Visit me: Morrill Hall 208F

Call me: 802-656-0036

**Teaching Assistant: Laura Beth Akins**

I am available by appointment. Please ask: [Laura.Akins@uvm.edu](mailto:Laura.Akins@uvm.edu)

**Teaching Assistant: Chandler Brandes**

I am available by appointment. Please ask: [Chandler.Brandes@uvm.edu](mailto:Chandler.Brandes@uvm.edu)

#### Course Description:

The words "communication" and "community" share the same Latin root, *communis*, which means something in common. Well-trained communicators are essential to healthy, vibrant, democratic, and just communities.

Public Communication seniors have taken many courses to learn how to create messages that help communities, both domestic and international, identify real-world problems, develop innovative solutions, and support positive social change. By successfully completing service-learning projects and real-world internships, PCOM seniors have gained real-world experience and materials for their professional portfolio.

The CDAE faculty believe that our PCOM graduates have the communication skills and sensibilities needed to be relevant, responsible, and creative communicators in their communities. This PCOM Capstone is the CDAE faculty's way of supporting seniors as they launch their PCOM careers.

The Public Communication Capstone is a service-learning course that pairs groups of students (Communication Action Teams- "CATs") with non-profit and municipal community partners to develop professional-level integrated communication strategies and materials. Using the skills developed throughout their tenure at UVM, students use the real-world projects to demonstrate their competencies in leadership and teamwork, research, evaluation, written and visual communication, technology, event planning, fundraising, social marketing, and media literacy. This course provides authentic communication experiences and prepares students for future careers in public communication, all while meeting the needs of the community partners.

## Course Objectives:

1. To prepare students for careers in public communication through authentic, integrated real-world communication experience.
  - Use project management skills by taking a project from concept through planning to implementation.
  - Demonstrate professionalism, compassion, creativity, critical thinking, problem-solving, planning, informed decision-making, teamwork, and presentation skills.
  - Tailor a communication strategy to meet a partner's needs.
  - Create professional-level communication deliverables.
2. To build collaboration and communication skills for a successful transition to the work force.
  - Interact professionally with community partners.
  - Identify and overcome barriers to project development.
  - Identify and work with personal and professional strengths and weaknesses.
  - Work productively in a group setting.
- To provide a forum for students to demonstrate their public communication competencies.
  - Create portfolio items through the service-learning project.
  - Develop a unique mission- or personality-based professional brand.
  - Communicate their unique professional brand in resume, cover letter, and LinkedIn profile.

## Resources

- Optional: Patterson, S. J., & Radtke, J. M. (2009). *Strategic Communications for Nonprofit Organizations: Seven Steps to Creating a Successful Plan*. Hoboken, NJ: John Wiley and Sons. ISBN: 9780470401224
- Students should purchase this book online. They will not be available in the UVM bookstore.
- Additional readings and resources will be posted in the "Content" folder on BB.

## Technology in the Classroom

While technology serves many worthwhile purposes, it can also be a major distraction. Please limit your use of technology during class time to course related activities, such as note taking or task completion. Inappropriate media behaviors include, but are not limited to, audible alerts, talking on devices, texting, reading the news, emailing, facebooking, shopping, studying for a different course. Furthermore, some devices are difficult to use for course-related activities due to their small screen size. As such, I expect that students will not use cell phones during class. If your behavior is considered distracting, a TA or I will speak with you about our observations and desired behavioral change. Each additional distraction will amount in a 10% reduction from your course grade and an email to you and your academic advisor.

## Statement on Special Needs Accommodations and Modifications

I am happy to accommodate any special needs you may have throughout the class. Please contact me if there are things I can do to make your learning experience more productive. Although I try to accommodate students whenever possible, I require written documentation from SAS for ongoing accommodations. If you have need for accommodation, I contact UVM's [Student Accessibility Services \(SAS\)](#).



If you anticipate or are experiencing a serious situation that may affect your academic success (such as a surgery, mononucleosis, a concussion, an assault etc.), please, contact [CALS Student Services](#) (802) 656-2980 as soon as possible; they can formally alert professors to your academic needs. Also, please also feel free to talk to me or the TA as soon as possible.

### **A Note on Diversity**

[Our Common Ground](#) states that “UVM is an educationally purposeful community seeking to prepare students to live in a diverse and changing world. We who work, live, study, teach, do research, conduct business, or participate in the University of Vermont are members of this community. As members, we believe in the transforming power of education and agree to help create and foster an environment where we can discover and reach our true potential. We aspire to be a community that values: respect, integrity, innovation, openness, justice, and responsibility.”

As an instructor, I also adhere to the notion that an intellectual community is enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, religion as well as career goals, academic pursuits, health conditions, and political orientation. *Every student is valid and valuable to me. I consider it an honor and a joy to work with such a diverse group of students. Thank you for joining our community.*

I expect that we, our class will aspire to be a “community that values: respect, integrity, innovation, openness, justice, and responsibility.” All students should seek to create a warm, welcoming, and respectful environment that debates the merits of intellectual ideas or empirical evidence not an individual’s beliefs, values, or lived-experiences. I hope students will contribute to class discussion and introduce themselves when they speak in class. Also, as a basic step in acknowledging the validity and value of a classmate, please try to talk *to* classmates during discussions and use names whenever possible – try not to talk *at* the professor or use general pronouns to label another student. Please introduce yourself and talk to the students sitting around you daily. You may be happily surprised to learn about the similarities and differences you have with your peers – our class is a great opportunity to build unique friendships.

I trust that we will have a welcoming and respectful intellectual community that upholds UVM’s Common Ground. However, if a student’s behavior is considered inappropriate, a TA or I will speak with you about our observations and desired behavioral change. If you continue to disrupt our class community, I will email to you and your academic advisor about your behavior, desired change, and any relevant consequences. The entire process will be considered a process to protect the integrity of our diverse classroom and a learning opportunity for you to increase your communication competence. If the behaviors continue or are extremely inappropriate, may choose to the action I deem appropriate for the immediate situation. I have the rights to report your behaviors to your advisor and the CDAE/CALS administration.

### **A Note on Non-Native English Speakers**

I am happy to have non-native English speakers in our class. Please participate in class and team discussions and contribute to your project in a way that highlights your skills best. If you have questions, please talk to your group members, the teaching assistant, or me.

### **Engaged Learner Policy (Attendance and Participation)**

Regular attendance *and* participation is expected for class, group meetings, and community partner meetings.

### Class Work.

UVM's Rights and Responsibilities of Undergraduate Students states that "students are expected to attend all regularly scheduled classes ... except for those occasions warranting an excused absence under the University Attendance Policy (e.g., religious, athletic, and medical)." I reserve the right to determine the (un)excused nature of your absence. More than one unexcused absence will result in a reduction to your final grade.

Be present and engaged in class discussions. On a daily basis, you are expected to demonstrate your knowledge and interests by asking informed questions and making relevant contributions to class discussion and your group project. The project managers will monitor your attendance and engagement and enter a grade midterm and final grade. You must be in class to earn class professionalism points.

In the classroom, media usage should be relevant to course work. I will speak with you if your media usage or behavior is distracting. You will incur a 10% reduction of your final grade and an email to you and your advisor for each additional distraction.

### CAT Work.

Students are expected to be engaged CAT members inside and outside of the scheduled course meeting times. Arrive to meetings on time with relevant tasks completed, participate in group discussions, and use your media respectfully. If you must miss a group meeting or can't complete your assigned task, you should email your entire group as soon as possible. Unexcused or unexpected absences from group meetings may negatively impact your peers' evaluation of you as a CAT member.

**In times of absence, communication with the teaching assistant and group members is key. Please determine the appropriate amount of information to disclose in emails to CAT members.**

- If you anticipate absences due to religious holidays and/or intercollegiate athletic/student group conflicts, submit the official forms within the first two weeks of classes to the TA and inform CAT members.
- If you are ill, email the TA and *all* CAT members prior to class or a group meeting.
- If you miss class or a meeting due to emergency, email the TA and *all* CAT members asap.
- If you miss or plan to miss a class, you should confer with your CAT members regularly.

**If you anticipate or are experiencing a serious situation that may affect your attendance or academic success** (such as a surgery, mononucleosis, strep, a concussion, an assault etc.), please, contact [CALS Student Services](#) (802) 656-2980 as soon as possible. They are nice and helpful people, who can formally alert professors about your academic needs. Also, please also feel free to talk to me or the TA as soon as possible.

### A note on Health and Wellness

According to the [Center for Disease Control and Prevention](#) each year in the United States, there are millions of cases of the common cold. Adults have an average of 2-3 colds per year.

**You can help reduce your risk of getting a cold:** Wash your hands with soap and water before and after class. Avoid touching your eyes, nose, and mouth. Stay away from people who are sick.

**If you have a cold, you should follow these tips to prevent spreading it to other people:** Wash your hands before and after class. Move away from people before coughing or sneezing. Cough and sneeze into a tissue then *throw it away immediately*. Don't share beverages with or kiss ☺ other consultants.

Make responsible decisions about attendance. Stay at home while you are sick. While these days will not be excused, missing one day of class will not affect your grade so much as to justify potentially infecting other people or delaying your healing. During these times, please arrange to work from home or work extra the following week. It is your job to negotiate your health needs and workload in a fair and equitable manner. Please talk to your group members often in time of poor health or wellness. Remember you don't have to fully disclose the health or wellness issue to them if you are uncomfortable doing so; during these times, you can talk to the instructor or teaching assistant for support too.

Please note: I do not accept doctor notes. If your condition will lead to you missing multiple classes, an exam, or a major assignment, please visit a health care provider and contact [CALS Student Services](#) for a formal excused absence as soon as possible.

### **Late Work and Incomplete Grade Policy**

I do NOT accept late work or offer make-up assignments except in cases of excused absences. Unexcused, late assignments are subject to a 10% penalty for each day they are late. Assignments more than 10 days late will not be accepted or reviewed.

If you know you will need to reschedule a due date, please email the TA as soon as possible.

To pass this course, students must submit the proposal, the deliverables, and a portfolio. I will NOT offer an incomplete grade in the course unless advised to do so by the CALS Dean's office. It is your responsibility to contact [CALS Student Services](#) (802) 656-2980 as soon as possible in these situations.

### **Code of Academic Integrity**

By joining the academic community, you agree to adhere to the Code of Academic Integrity. Offenses against the Code of Academic Integrity are deemed serious and insult the integrity of the entire academic community. Any suspected violation of the Code are taken seriously and will be forwarded to the Center for Student Ethics & Standards. To learn more about the Code of Academic Integrity and the Center for Student Ethics and Standards, visit their website: [www.uvm.edu/~cses/?Page=ah.html&SM=ahmenu.html](http://www.uvm.edu/~cses/?Page=ah.html&SM=ahmenu.html) If you have questions about how to act with integrity in the academic community, please contact me or TA. If you would like to report instance of possible academic misconduct, please contact me and the TA as soon as possible.

## Course Assignments and Evaluations

You will have to opportunity to earn up to 370 points in this course. Your grades will be posted on BB. Capstone assignments try to be as specific as possible without impeding on the highly individualize nature of your unique experiences, goals, and projects. If you ever have any questions about what is expected of you, please ask the teaching assistant or professor.

Assignment	Points Possible	Due Date
<b>Professional Engagement and Attendance</b>	<b>60</b>	
30 points for Weeks 1-7 30 points for Weeks 8-15	60 – IND	Assessed Daily. Grades posted Midterm and Finals Week.
<b>Service Learning Projects</b>	<b>210</b>	
Ranking & Reflection Worksheet	20 – IND	By 11:59pm on Jan 16
Oral Presentations & Draft Proposal	25 – CAT	Feb 12 & 14
Proposal Packet to Client & Signed MOU	25 – CAT	By 11:59pm Feb 21
Plan of Action Worksheets (15 x 2 points)	30 – CAT	By 11:59 on Thursdays. Weekly
Oral Presentations of Final Project & Draft of Final Project	25 – CAT	April 23 & 25
Deliverables to Client	25 – CAT	By 4PM on May 3
Peer Evaluation of CAT Members (2 x 15 points)	30 – IND	Assessed and Posted Midterm and Finals Week.
Community Partner's Evaluation of CAT (2 x 15 points)	30 – CAT	Assessed and Posted Midterm and Finals Week.
<b>Communicator Showcase</b>	<b>100</b>	
Job posting	IND – 10	April 9
Cover Letter	IND – 10	April 9
Resume	IND – 10	April 9
1 signed and edited draft cover letters 6 signed and edited draft resumes 1 completed LinkedIn review	IND – 5 IND – 10 IND – 5	April 9
LinkedIn Profile	IND – 20	April 9
Informational Interview	IND – 20	April 9

## Course Assignments:

Complete Project Descriptions are available on Black Board in the “Materials and Assignments” folder.

**Service Learning Project:** Students will work in Communication Action Teams (CATs) to produce an in-depth project proposal and professional deliverables in consultation with our community partner. Each project includes research, implementation, evaluation, and critical analysis. Each team is responsible for setting deliverables and deadlines in solidarity with the community partners and for producing professional-level final products.

**Communicator Showcase:** Each student will articulate a mission or personality driven brand that highlights their skills, competencies, and career ambitions. These materials will be showcased in a professional portfolio.

**Grading Rubrics:** Each CAT and individual is working on a unique communication strategy. The specificity or vagueness of the grading rubrics will reflect these variances. If you have any questions about how you will be evaluated, please don't hesitate to ask us before the assignment is due.

### **Grade Appeal**

Occasionally, students are dissatisfied with some dimension of the course. In such cases, students should first provide a written argument in support of their position to the instructor and request a meeting with the instructor. All initial grade appeal (for self or group member) on specific assignments must be made within one week of the return of the assignment. If you would like to contest a grade further, please follow these procedures: [www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf](http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf)

## Tentative Schedule

Date		Discussion Topic	Readings & Actions
UNIT 1: THE PCOM CONSULTANT'S CRAFT			
TU	Jan 15	Review Syllabus Capstone Assignment	<ul style="list-style-type: none"> <li>• <b>IND</b> – Read Assignment Documents by 11:59PM on Wednesday January 16, 2019. (Assignments tab on BB in “CAT Project” folder.)</li> <li>• Service-Learning Assignment Description</li> <li>• The 2019 Client Project Descriptions</li> </ul> <p>Action:</p> <ul style="list-style-type: none"> <li>• <b>IND</b> – Submit the Reflection and Ranking Worksheet by 11:59PM on Wednesday January 16, 2019.</li> </ul>
TH	Jan 17	Meet your Communication Action Team (CAT)	<p>Read:</p> <ul style="list-style-type: none"> <li>• Syllabus (Syllabus tab on BB)</li> <li>• Assignment Documents (Assignment and Materials tab on BB) <ul style="list-style-type: none"> <li>• Service-Learning Assignment Description</li> <li>• The Client's Project Description</li> </ul> </li> </ul> <p>Recommended Reading:</p> <ul style="list-style-type: none"> <li>• Patterson &amp; Radtke (2009). Chp 1 &amp; 2 Strategic Communication Planning Process</li> </ul> <p>Action:</p> <ul style="list-style-type: none"> <li>• <b>CAT</b> – Email community partner to set up a meeting before January 31<sup>st</sup>.</li> </ul>
TU	Jan 22	Building Relationships with Communication Action Team	<p>Read:</p> <ul style="list-style-type: none"> <li>• Rothwell (2007). Chp 6: Developing Effective Teams</li> </ul>
TH	Jan 24	Building Effective Consultant-Client Relationships	<p>Read:</p> <p>Johnson (no date) <a href="#">How to Build Effective Consulting Relationships</a></p>
TU	Jan 29	Developing a Strategy	<p>Action:</p> <ul style="list-style-type: none"> <li>• <b>CAT</b> – Bring work or meet with partner. Let your project manager know if you are meeting with a partner.</li> </ul>

TH	Jan 31	Developing a Strategy	<b>Recommended Reading:</b> Patterson & Radtke (2009). Chp 4: Foundations of the Plan: The Situation Analysis Patterson & Radtke (2009). Chp 5: Target Audiences Patterson & Radtke (2009). Chp 8: Dissemination Strategies
TU	Feb 5	Developing a Strategy	<b>Recommended Reading:</b> Patterson & Radtke (2009). Chp 9: Evaluating Strategies Patterson & Radtke (2009). Chp 10: Pulling it all Together
TH	Feb 7	Developing a Strategy	<b>Action:</b> CAT – Bring work or meet with partner. Let your project manager know if you are meeting with a partner.
TU	Feb 12	Developing a Strategy	<b>Action:</b> • CAT – Submit Draft Proposal & Presentations CAT – CATS will receive electronic feedback following this presentation. Revise Proposals based on feedback. You will have time in class on February 19 to work on revisions. If you are confident in your proposal, you can submit it earlier.
TH	Feb 14	Proposal Presentation	<b>Action:</b> • CAT – Submit Draft Proposal & Presentations • CAT – CATS will receive electronic feedback following this presentation. Revise Proposals based on feedback. You will have time in class on February 19 to work on revisions. If you are confident in your proposal, you can submit it earlier.
TU	Feb 19	CAT WORK: Revise Proposal as needed.	<b>Action:</b> • CAT – Bring work or meet with partner. Let your project manager know if you are meeting with a partner. <b>Action:</b> • CAT – Submit final Proposal to your Client (cc' your Project Manager and Dr. Heiss) by 11:59 on February 21. Your client will reply with a signed MOU or additional requests (make revisions as needed). Please submit a hardcopy of the final proposal signed MOU to your project manager ASAP. Once this is submitted, you may start the process of fulfilling the contract.
TH	Feb 21	Special Topics:	<b>Read:</b> TBD

			<b>Action:</b> <b>CAT</b> – Bring work or meet with partner. Let your project manager know if you are meeting with a partner.
TU	Feb 26	<b>Eliciting and Receiving Feedback</b>  <b>Peer Evaluation</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Hamiltion &amp; Parker (1997). Chp 3: Improving Interpersonal Relationship.</li> </ul> <b>Action:</b> <ul style="list-style-type: none"> <li>• <b>IND</b> - <i>In class</i> complete midterm evaluations of course and of CAT members' contributions *<i>Attendance is mandatory.</i></li> </ul>
<p style="text-align: center;"><b>UNIT 2: SHOWCASING YOUR PROFESSIONAL STORY</b></p> <p>During this Unit, CATS will work to complete the deliverables they proposed for their service-learning projects. During this time, we will develop our Professional Portfolios. As a class, we will adopt the perspective that application materials are a form of strategic communication intended to inform, but also to persuade employers to give us an interview and, hopefully, a job! Students will develop a personality or mission based professional brand to engage audiences and “sell” their professional skills and sensibilities to perspective employers.</p> <p>By the end of this Unit, successful students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply principles of strategic communication and digital storytelling to their job applications;</li> <li>• Apply principles of mission and personality based branding to their professional story;</li> <li>• Present a cohesive and compelling PCOM Portfolio on the job market;</li> <li>• Understand how the CDAE Works project can be highlighted in their job application process;</li> <li>• Speak with confidence about their professional brand (including, but not limited to, their unique skills and sensibilities as PCOM majors graduating from CDAE</li> </ul>			
TH	Feb 28	<b>Professional Portfolio Assignment Kick-Off</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Portfolio Assignment</li> </ul> <b>Read these short articles on professional branding:</b> <ul style="list-style-type: none"> <li>• <a href="#">Fry (2000) Chapter 1: The Product is YOU.</a></li> <li>• <a href="#">The First Step To Building Your Personal Brand</a></li> <li>• <a href="#">How to Create a Professional Brand</a></li> </ul>
TU	Mar 5	<b>NO CLASS</b>	<b>TOWN MEETING DAY</b>
TH	Mar 7	<b>Special Topics: Professional Portfolio</b>	<b>Read these articles about LinkedIn to promote your professional brand:</b> <ul style="list-style-type: none"> <li>• <a href="#">LinkedIn Summaries that We Love.</a></li> <li>• <a href="#">Mission and Personality based LinkedIn Summaries</a></li> </ul>



TU	Mar 12	NO CLASS SPRING BREAK	
TH	Mar 14	NO CLASS SPRING BREAK	
TU	Mar 19	Special Topics: Professional Portfolio	<p>Read these articles about using Cover Letters to promote your professional brand:</p> <ul style="list-style-type: none"> <li>• <a href="#">The power of a storytelling Cover Letter</a></li> <li>• <a href="#">31 Attention grabbing Cover Letters</a></li> <li>• <a href="#">The Cover Letters That Make Hiring Managers Smile (Then Call You)</a></li> <li>• <a href="#">Story-based Cover Letters</a></li> <li>• <a href="#">How to write a hook for cover letters</a></li> </ul> <p>Action:</p> <p><b>IND</b> – Bring 1 copy of your LinkedIn profile header and summary</p>
TH	Mar 21	Special Topics: Professional Portfolio	<p>Read these articles about creating an audience-centered brand and leveraging your experience:</p> <ul style="list-style-type: none"> <li>• <a href="#">How Recruiters use LinkedIn to find candidates.</a></li> <li>• <a href="#">Where to Add Keywords to Your LinkedIn Profile to Rank in Search</a></li> </ul>
TU	Mar 26	Special Topics: Professional Portfolio	<p>Read:</p> <p><a href="#">Portfolio Preparation</a>  <a href="#">E-Portfolios as a Hiring Tool: Do Employers Really Care?</a>  <a href="#">Learning Portfolios</a></p> <p><b>IND</b> – Bring 1 copy of your unique Degree Audit and 1 copy of your resume to class.</p>
TH	Mar 28	Special Topics: Professional Portfolio	<p>Read these articles about creating an audience-centered brand and leveraging your experience:</p> <ul style="list-style-type: none"> <li>• <a href="#">Adding Action and Results to your Resume</a></li> </ul>
TU	Apr 2	Special Topics: Life After College	<p>Read: TBD</p> <p>Action:</p> <ul style="list-style-type: none"> <li>• <b>CAT</b> – Bring work or meet with partner. Let your project manager know if you are meeting with a partner.</li> </ul>
TH	Apr 4	Special Topics: Professional Portfolio	<p>Action:</p> <ul style="list-style-type: none"> <li>• <b>IND</b> – Come well caffeinated.</li> <li>• <b>IND</b> – Bring 5 copies of your resume.</li> </ul>

TU	Apr 9	Special Topics: Professional Portfolio	<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Fry (2000) Chapter Three: You're Not Facing Letterman</a></li> </ul> <p>Action:</p> <ul style="list-style-type: none"> <li>• <b>IND</b> - Submit Professional Portfolio in class</li> </ul>
TH	Apr 11	Special Topics: Life After College	<p>Read: TBD</p> <p>Action:</p> <ul style="list-style-type: none"> <li>• <b>CAT</b> – Bring work or meet with partner. Let your project manager know if you are meeting with a partner.</li> </ul>
TU	Apr 16	Special Topics: Professional Portfolio	<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Fry (2000) Chapter Five: Tell Me About Your Work Experience</a></li> <li>• <a href="#">Fry (2000) Chapter Six: Let's Focus on Some Specifics</a></li> </ul>
TH	Apr 18	Special Topics: Life After College	<p>Read: TBD</p> <p>Action:</p> <ul style="list-style-type: none"> <li>• <b>CAT</b> – Bring work</li> </ul>
TU	Apr 23	CAT Deliverable Presentations	<p>Action:</p> <ul style="list-style-type: none"> <li>• <b>CAT</b> - Presentations</li> </ul>
TH	Apr 25	CAT Deliverable Presentations	<p>Action:</p> <ul style="list-style-type: none"> <li>• <b>CAT</b> - Presentations</li> </ul>
TU	Apr 30	Special Topics: Life After College	<p>Read: TBD</p> <p>Action:</p> <ul style="list-style-type: none"> <li>• <b>CAT</b> – Bring work</li> </ul>
TH	May 2	Course Evaluation Peer Evaluation	<p>Action:</p> <ul style="list-style-type: none"> <li>• <b>CAT</b> - Final deliverables due to Community Partner by 4PM on Friday May 3. (cc' Dr. Heiss and Project Manager).</li> </ul>
Exam Period		Special Topics: Professional Communication	



## **SL CDAE 166: Introduction to Community Entrepreneurship**

Semester: Fall 2019  
Meeting Time: MW 3:30pm – 4:45pm  
Location: Votey Hall 105

### **Teaching Team**

#### **Instructor: Professor Trisha Shrum**

Email: [tshrum@uvm.edu](mailto:tshrum@uvm.edu)

Phone: 802-656-8117

Office: Morrill Hall Room 102

Drop-In Office Hours: Tuesdays 10am-12pm (come visit!)

#### **Graduate Teaching Assistant: TBD**

#### **Undergraduate Teaching Assistants**

Dorothy Dye – [Dorothy.Dye@uvm.edu](mailto:Dorothy.Dye@uvm.edu)

Allison Smith - [Allison.Smith@uvm.edu](mailto:Allison.Smith@uvm.edu)

Autumn Strom - [Autumn.Strom@uvm.edu](mailto:Autumn.Strom@uvm.edu)

#### **Pop-Up Enterprise Financial Managers**

Alie Sarhanis - [Alie.Sarhanis@uvm.edu](mailto:Alie.Sarhanis@uvm.edu)

Elisa Ziglar – [Elisa.Ziglar@uvm.edu](mailto:Elisa.Ziglar@uvm.edu)

### **Required Course Materials**

Required Text: ***Entrepreneurship: A Real-World Approach***, 2<sup>nd</sup> Edition. By Rhonda Abrams. ISBN-13: 978-1933895512

Other required readings will be posted on the course Blackboard account. Please visit the course Blackboard page in order to access these readings.

## **Course Description and Objectives**

This course is an introduction to the theory, practices, and strategies used to develop and operate a community and/or social enterprise. Students will learn key elements of the business planning process and be introduced to critical skills such as financial management, marketing, and human resource management. We will explore the connections between entrepreneurship, social welfare, and community development as we learn the important role social entrepreneurs can play in promoting a healthy and vibrant community. Lectures, class discussions, multimedia activities, assignments, and guest speaker lectures will engage students in exploring community entrepreneurship from a variety of angles.

Applying theory to practice is the heart of this course. Using a unique hands-on learning approach, students will apply their classroom learning to the challenge of creating and operating their own business through the entrepreneurial venture, known as Pop-Up Enterprise. Each student will participate in a team to discover the rewards and challenges of entrepreneurship—the proceeds of which will benefit a local community organization in the greater Burlington area.

### **Learning Objectives:**

1. Understand the basic elements of planning and operating an entrepreneurial venture in theory and practice;
2. Demonstrate competency in essential entrepreneurship skills such as teamwork (human resources management), marketing, strategic planning and decision-making, financial management, and networking;
3. Demonstrate critical and thoughtful understanding of the challenges and opportunities in social and community entrepreneurship;
4. Understand the power of web and social media tools to advance entrepreneurship goals;
5. Gain a deeper appreciation of the role entrepreneurship plays in promoting healthy and vibrant communities.

## **Expectations**

Expect this course to challenge you in ways that feel different from other classes you take in college. Like the practice of entrepreneurship, as you build your Pop-Up Enterprise, you may not always know what is the best next step or how exactly you can make your business successful. This experience will help you deal with the hardest part of being an entrepreneur—dealing with uncertainty. The teaching team

is here to help guide you, but you are also expected to work towards solutions by trying different approaches and learning from setbacks and failure.

You are expected to be active, engaged, and respectful—whether actively listening in class, working in teams in or outside of class, or during Pop-Up Enterprise operations. Preparation and reflection before class is essential to fully participating in the class. *You are expected to have completed the readings listed for a given day BEFORE class on that day.*

Entrepreneurs have to be critical thinkers and effective communicators in order to be successful and we expect you to practice those skills throughout every aspect of this course. Class sessions will be a mix of lecture, open discussion, team activities, and Pop-Up Enterprise operations.

*Please read the entire syllabus and refer to it regularly.* Look at the syllabus for answers to questions about the course before contacting the course staff. Any necessary updates to this document will be announced in class and posted on the course Blackboard page.

## **Pop-Up Enterprise**

Pop-Up Enterprise is where you will learn entrepreneurship by doing entrepreneurship. It is likely to be a one-of-a-kind experience that you will have as part of your coursework here at UVM. Most students say it is an incredibly valuable learning experience. Incorporating a hands-on learning experience, especially in a class of this size, requires everyone to be proactive in their teams, follow through on commitments and responsibilities, follow established guidelines/procedures, and, perhaps most importantly, be flexible, patient, and kind to others.

This component of the course will require significant time commitments outside of class—especially during the three weeks of Pop-Up Enterprise operations in November. You will need to schedule regular working meetings for your groups. *We recommend two 2-hour team sessions each week (outside of class).* Some weeks you will need more time than that and other weeks you will not need that much time. In light of this time commitment, there are no exams and teams will spend portions of class sessions working together on specific aspects of this experience. You will also notice that the bulk of your final course grade is derived from Pop-Up Enterprise-related assignments. More details about Pop-Up Enterprise will be covered early in the semester and all information will be posted on Blackboard.

## **Assessment and Grading**

This course is not about checking boxes on rubrics or getting exam questions right. It is about showing up, working hard, and pushing yourself to think creatively about solving problems as an entrepreneur and as a team.

You will have one individual writing assignment (the non-profit visit and reflection). The purpose of that assignment is to get you out in the community to visit a non-profit and learn from their experience from their foundations to their vision for the future as well as practice written communication. I strongly encourage you to visit the Writing Center to get feedback on your writing and assistance with the assignment. The individual quizzes are to check in to make sure that you are learning the nuts and bolts of entrepreneurship, much of the tested material will be from assigned readings.

The Pop-Up Enterprise project is the bulk of your grade. If you are not a strong contributor to your group, you will not be able to earn a strong grade in this class. We do not provide rubrics on the sales, marketing, and financial reporting execution of Pop-Up Enterprise. But we will provide guidance on what it means to do these things well. If you fulfill the basic requirements (e.g., signing up for “cash outs” and showing up on time without reminders) and you show a strong, consistent effort on your sales strategy, marketing strategy and materials, and financial tracking, then you’ll earn high marks. You’ll have two formal opportunities to present your Pop-Up business ideas to the classroom—these presentations should be practiced and polished with well-designed visual aids.

Attendance is required. Everyone can drop two absences, no questions asked, but use these sick/personal days wisely. If you have exceptional circumstances that cause you to miss more than two classes, you will need to talk with Whitney Northrup ([whitney.northrup@uvm.edu](mailto:whitney.northrup@uvm.edu)) in the Dean’s office to document the absence to be excused without penalty. When we have time in class to work in groups, you **MUST** stay for the full class period. Leaving early without letting the teaching staff know ahead of time will result in deductions from attendance grades.

More details on each assignment will be given in class and on Blackboard. After checking these resources, please reach out to the teaching team for additional clarification.

## Assignment Deadlines

Outside of Class Assignments	Team/ Individual	Deadline	Where to Submit
Gantt Chart for Pop-Up	Team	F, 9/13	Blackboard

Schedule Availability for Pop-Up Sales	Individual	F, 9/13	Blackboard
Demo Pitch	Team	W, 10/2	In Class
Pre-Sales Peer Evaluations	Individual	F, 11/1	Web survey
Draft Business Plan	Team	F, 11/1	Blackboard
Non-Profit Reflection	Individual	M, 11/18	Blackboard
Investor Pitch	Team	M, 12/2	In Class
Final Business Plan	Team	M, 12/9	Blackboard
Final Peer Evaluations	Individual	M, 12/9	Web survey

#### **In-Class Work Submissions**

	<b>Team</b>	<b>Deadline</b>	<b>Where to Submit</b>
Pop-Up Product Development Notes	Team	M, 9/16	Blackboard
Target Market, Competition, & Strategic Position Notes	Team	M, 9/23	Blackboard
Risk Assessment Notes	Team	W, 9/25	Blackboard
Marketing & Branding Notes	Team	M, 9/30	Blackboard
Demo Pitch Feedback	Individual	W, 10/2	Online Link
Website URLs and Instagram handles	Team	M, 10/7	Blackboard
Operations Notes	Team	W, 10/16	Blackboard
Costs and Quality Control Notes	Team	M, 10/21	Blackboard
Pricing Strategy Notes	Team	W, 10/23	Blackboard
Practice Accounting Worksheets	Individual	M, 10/28	In Class
Sales Strategy Notes	Team	W, 10/30	Blackboard
Investor Pitch Feedback	Individual	M, 12/2	Online Link

**Late Policy:**

For outside of class assignments, ten percent of the assignment grade will be deducted if it is turned in after 11:59pm on the due date. An additional 10% will be deducted for each day thereafter. Regardless of computer problems or other mishaps, an assignment turned in at 12:01pm is considered late. Waiting until the last minute is a risky game that I'd advise against playing.

In-class assignments should be submitted before you leave class. If necessary, you may submit them before the end of the day (11:59pm) on the day of class. These assignments are graded based on completion. Late work will not be given credit.

All team members are responsible for checking to see that team assignments have been submitted.

Arriving late to class, team meetings, and Pop-Up shifts is unprofessional and subject to penalty.

**Final Grade Composition:**

The following outlines the value of each component of the course towards the final grade.

- Pop-Up Enterprise Components (weighted up or down by peer and teaching team evaluations – team members may receive different grades depending on contributions)
  - Pop-Up Enterprise Development Notes (5%)
  - Demo Pitch (5%)
  - Sales Execution (10%)
  - Marketing Execution (social media and visual marketing materials) (10%)
  - Financial Reporting Execution (10%)
  - The Big Pitch (5%)
  - Business Plan (20%)
- Reading/content quizzes (10%)
- Non-Profit Visit and Reflection Written Assignment (10%)
- Attendance, Participation, and Conduct (15%)

**Course Grades**

The following grading scale will be used in the course:



A = 93%-100%  
B+ = 87%-89%  
B- = 80%-82%  
C = 73%-76%  
D+ = 67%-69%  
D- = 60%-62%

A- = 90%-92%  
B = 83%-86%  
C+ = 77%-79%  
C- = 70%-72%  
D = 63%-66%  
F = 59% or less (Just don't).

## **Electronics Policy**

Do not use your phones in class (except on Instagram day). Please keep them put away for the duration of the class period. If you have a personal emergency that you need to attend to, you may step outside of the classroom to use your phone.

I strongly recommend against using laptops in class. However, I do not forbid laptops because they may be used by those with certain ACCESS accommodations. That said, if you are observed to be doing non-class related activity on your laptop during class, you are subject to a penalty on your participation grade. Remember that you are not just distracting yourself, but you are also making it hard for those behind you to pay attention to the course material. When we have guest lectures (via Skype or in person), this policy will be strictly enforced. Professionals from the community are taking time from their schedules to share their experience and knowledge with the class. I ask that you respect their time by providing them with your undivided attention.

## **University Resources, Policies, and Tips for Healthy Success**

### **Student Learning Accommodations:**

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact SAS, the office of Disability Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. A student's accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan.

Contact SAS:  
A170 Living/Learning Center;  
802-656-7753;  
access@uvm.edu

[www.uvm.edu/access](http://www.uvm.edu/access)

**Religious Holidays:**

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

<https://www.uvm.edu/registrar/religious-holidays>

**Academic Integrity:**

The policy addresses plagiarism, fabrication, collusion, and cheating.

<https://www.uvm.edu/policies/student/acadintegrity.pdf>

**Grade Appeals:**

If you would like to contest a grade, please follow the procedures outlined in this policy: <https://www.uvm.edu/policies/student/gradeappeals.pdf>

**Grading:**

For information on grading and GPA calculation, go to

<https://www.uvm.edu/registrar/grades>

**Code of Student Rights and Responsibilities:**

<http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/>

**FERPA Rights Disclosure:**

The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

<http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/>

**Promoting Health & Safety:**

The University of Vermont's number one priority is to support a healthy and safe community:

**Center for Health and Wellbeing:**

<https://www.uvm.edu/health>

**Counseling & Psychiatry Services (CAPS)**

Phone: (802) 656-3340

### **C.A.R.E.**

If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at <https://www.uvm.edu/studentaffairs>

### **Statement on Alcohol, Cannabis, and Learning**

As a faculty member, I want you to get the most you can out of this course. I am not here to judge your choices, but to remind you that your physical and mental health play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterward. In addition, alcohol and cannabis can:

- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation

### **Course Schedule**

See the following google sheet:

<https://docs.google.com/spreadsheets/d/12UQPTUxfSMRxeEYt3KTRRF6EbbDcmeE2U4fhGY6W36s/edit?usp=sharing>

## **Anth 174 Service Learning Assignment, Fall 2019**

**From syllabus:** The service learning project will involve getting instructor approval to contact an appropriate real-world community partner or their intermediary to communicate with them in order to mutually identify a way in which the student can apply knowledge and skills from their work in the course to develop a useful deliverable for that partner. Each student will display a draft of their service learning deliverable to the class, and turn in a final service learning deliverable to both the instructor and the community partner. Along the way, students will also learn how to provide and respond to feedback in order to help everyone to consider other perspectives and to develop their work to its full potential.

**Key Dimensions of Service Learning** • Includes a significant community engaged component • The component responds to community need(s), as identified by the community partner • Engages students' academic competencies to meet the community need and connects this engagement to the course learning goals. • Addresses the role of the discipline in relationship to the common good, social inequality, and/or environmental sustainability. Skim Jacoby readings on Blackboard for further information.

**Project-Based Model of Service Learning:** The model of service learning that we are doing in this course is called a project, consultant, or problem-based model of service learning. In this model, students produce deliverables for a community partner (CP) in which the deliverable and the process of making it and engaging with the partner applies knowledge and skills from the course, meets the community partners' needs, and meets course learning objectives. It is not a job, and it is not about clocking hours doing volunteer service work. It is about interacting professionally and producing a high quality deliverable that suits the needs of the CP and the course.

**Community Partners:** Community partners will be matched with groups of two to five students by the Professor, based on a combination of availability of service learning spaces and student responses concerning their preferences.

<b>Assigned Work</b>	<b>When/Where Due</b>	<b>Grade</b>	<b>%</b>
<b>SERVICE LEARNING PROJECT FOR COMMUNITY PARTNER</b>			
Ideas for Semester Service Learning Partners and Project Related to Course	Wed., Sept. 11	0/100	3%
Get Approval From Teaching Staff Before Seeking Partner or Intermediary	Wed., Sept. 18	0/100	Part of CP
Draft Email for Contacting (Potential) Partner or Their Intermediary	Mon., Sept. 23	0/100	3%
Deadline to Contact Community Partner or Intermediary	Mon. Sept. 30, before class, log progress on BB	0/100	Part of CP
Service Learning Reflection 1, Critical Reflection on SL	Mon., Oct. 7, post on BB before class and bring a paper copy to class. <b>Do not</b> send reflections to community partner.	0, √-, √, √+ (0/70/85/100)	3%

Draft of Service Learning Plan	Mon., Oct. 7, post on BB before class and bring a paper copy to class. Send <i>draft of service learning plan only</i> to community partner before class.	0, √-, √, √+ (0/70/85/100)	3% (added here and taken away from draft of analytical essay)
Revision of SL Plan after discuss w/ community partner	Wed., Oct. 16, start of class, post on BB & send to community partner, & bring paper copy to class	0/100	3%
Service Learning Reflection 2: Progress Report on SL Reciprocity, Deliverable, Linking of SL to Course	Wed., Oct. 23, before class, post on BB. <b>Do not</b> send reflections to community partner.	0, √-, √, √+ (0/70/85/100)	3%
Rough Draft of SL Deliverable	Wed, Nov. 13, post on BB & send to community partner before class & bring paper copy to class	0/100	3%
Presentation of Revised SL Deliverable to Class (include feedback appended from community partner or intermediary)	Dec. 2, or Dec. 4 as assigned, post on BB & send to community partner before class & bring paper copy to class	0/100	3%
Service Learning Reflection 3	Dec. 9: post on BB before 3:00 pm & hand in paper copy to Williams 509/515 before 4:00 pm. <b>Do not</b> send reflections to community partner.	0→100	3% (added here and taken away from final SRP)
Final SL Deliverable	Dec. 9: post on BB before 3:00 pm & hand in paper copy to Williams 509/515 before 4:00 pm. Deliver <i>SL deliverable only</i> (not the reflection) to community partner by 5:00 pm w/ cc.		8%

#### Related learning objectives:

- ✓ To identify, get course approval for, and communicate collaboratively with an appropriate community partner to develop and deliver a service learning deliverable helpful to the community partner flowing out of and applying learning from the course (content, ideas, skills).
- ✓ To interact in a considerate professional manner with a community partner and/or their intermediary, striving to help and not burden them, productively receiving constructive feedback from them and improving the SL deliverable in response.
- ✓ To communicate clearly, accurately, and effectively in genre-appropriate ways about course content in written and oral forms. (This includes written and oral communication with the community partner, with fellow students in one's service learning group, and with the teaching staff of the course. It also includes writing up, and presenting in person when needed, plans for, drafts of, and the final version of the service learning deliverable.)
- ✓ To engage in critical reflection (a type of critical analysis) on one's service learning interactions and SL deliverable work and on balancing course expectations, service to the community partner, and experiential learning goals.
- ✓ To give and productively receive constructive feedback on one's service learning, including feedback from the community partner, peers, and teaching staff, and to improve work in response to that feedback.
- ✓ To hone project management skills by breaking work down into smaller pieces, juggling different ongoing projects, and revising and improving work over time.

**Service Learning Reflection 1:**

*See above for due date, due by or before beginning of class, posted to BB under Post your Completed Work Here, SL Reflection 1, and bring offline copy to class.*

Each student turns in their own individual service learning reflection.

Service learning reflections are for you to do critical reflection for the purposes of the course and your own learning.

In the context of this course, critical reflection means analyzing your service learning experiences in light of issues, content, and skills that you are learning in the course, as well as in relation to aspects of your own prior background and personal experience.

This assignment is for you to give to Prof. Shea and the Course TAs only! Do **NOT** give this to your community partner!

Critically reflect on your experiences related to alignment and balance thus far with your community partner:

- Alignment* of course content+ skills with needs of your community partner, and of your CP's expectations with the course expectations for the assignment
- Balance* between your community partner's expectations and your student group members' time and ability, between sufficient communication to understand your partner's needs vs. burdening your partner with over-communication, and between your own personal experiential learning and the benefit of the service learning project to your CP

Minimum of 1 page, SS, Times New Roman font, 12 point, 1-inch margins.

**Draft of Service Learning Plan:**

*For due date, see above, post on BB before class and bring a paper hard copy to class. Send draft of service learning plan only to community partner before class.*

All students in a SL group turn in just one draft plan as a group.

*This is its own separate thing. Do not combine with reflection.*

Give to both Community Partner and Prof. Shea.

Emphasize to CP that this is only a draft to get some ideas down on paper, and that you'll want their feedback as to whether it's on the right track and what they'd like you to change or elaborate on.

The plan needs to include the following:

- Service Learning Community Partner Organization's Preferred Name
- Service Learning Student Group Members' Names and Contact Information (updated)

- Service Learning Community Partner Contacts' Name(s) and Contact Info. (updated)
- Ideas for Deliverable: what, how much, specifications
- Schedule for: Revised Plan, Deliverable Drafts, Final Deliverable (see syllabus, plus what CP said)
- When/How to Interface with Community Partner

Minimum of one page in length, SS, Times New Roman, 12 point font, 1-inch margins.

**Revision of SL Plan after discuss w/ community partner:**

*For due date, see above, post on BB before class and bring a paper hard copy to class. Send draft of service learning plan only to community partner before class.*

All students in a SL group turn in just one draft plan as a group.

*This is its own separate thing. Do not combine with reflection.*

Give to both Community Partner and Prof. Shea.

Revision of the Service Learning Plan based on community partner feedback and alignment with course expectations, and student time and ability. Include a copy of the feedback from your community partner on your original draft plan. Include a copy of the email you will send to your community partner telling them about your revisions to the plan in response to their feedback, including the kinds of things that you revised in the plan and which aspects of their feedback you were able to incorporate. If there was anything they asked for that you would not be able to do, apologize for your limitations in not being able to do those things due to (smaller scope of the course assignment, personal limitations, etc.).

- Plan of a minimum of 1 page in length, SS, Times New Roman, 12-point font, 1-inch margins.
- Plus your community partner's feedback on your original draft plan.
- Plus copy of your email to community partner about your revisions to the plan.

**Service Learning Reflection 2:**

*See above for due date, due before class, post on BB and bring offline copy to class.. **Do not** send reflections to community partner.*

Each student turns in their own individual service learning reflection.

Service learning reflections are for you to do critical reflection for the purposes of the course and your own learning.

This assignment is for you to give to Prof. Shea and the Course TAs only! Do **NOT** give this to your community partner!

Progress Report on SL Reciprocity, Deliverable, Linking of SL to Course. Details TBA.

**First Rough Draft of SL Deliverable:**

*For due date, see above, post on BB before class and bring a paper hard copy to class. Send draft of service learning deliverable only to community partner before class.*

All students in a SL group turn in just one draft as a group of the SL deliverable.

*This is its own separate thing. Do not combine with reflection.*

Give to both Community Partner and Prof. Shea.

In addition to draft of the SL deliverable, include your SL Plan including any updates to it.

**Presentation of Revised SL Deliverable in Class**

*For due date, see above, post on BB before class and bring a paper hard copy to class to display during the oral poster presentation session. Send draft of service learning deliverable only to community partner before class.*

All students in a SL group turn in just one draft as a group of the SL deliverable.

*This is its own separate thing. Do not combine with reflection.*

Give to both Community Partner and Prof. Shea.

In addition to the draft of the SL deliverable, including your SL Plan with any updates to it and feedback on the previous first rough draft from your community partner. Include a copy of an email to your community partner as to how you worked to address their feedback in this draft of the deliverable and asking if there is anything additional they would like you to fix before turning in the final version.

Audience members at the poster session will visit the stations with SL Deliverables and leave comments to help with final revisions.

**Service Learning Reflection 3:**

*See above for due date, due before class, post on BB and bring offline copy to class.. **Do not** send reflections to community partner.*

Each student turns in their own individual service learning reflection.

Service learning reflections are for you to do critical reflection for the purposes of the course and your own learning.

This assignment is for you to give to Prof. Shea and the Course TAs only! Do **NOT** give this to your community partner!

Details TBA.



### **Final SL Deliverable:**

Students will work in service learning groups of 2-5 students assigned by the professor to communicate with a community partner and produce a service learning deliverable for them.

Deliverables should be professional in content and appearance, apply content or skills from our course, and satisfy the needs of the community partner as laid out and mutually agreed to in the final Service Learning Plan.

Students in a service learning group may each produce a piece of the picture for the service learning deliverable *or an alternate version of the same product*.

Examples of some of the kinds of things that could be deliverables include:

- an executive summary with article PDFs and an annotated bibliography,
- a succinct proposal for the design of something together with related source citations, or
- a high-quality informational webpage with links to excellent relevant resources,
- an analytical report on some qualitative interview data,
- a public health informational brochure with related source citations,
- an educational PowerPoint presentation,
- a set of volunteer training manual materials,
- a meaty evidence-based advocacy letter with source citations,
- a short evidence-based informational video or podcast, or
- something else.

In terms of scale, it is hard to give one hard and fast numerical measurement. Needs will vary by density of information, informational format, number of service learning student group members, and so on.

To give an example, if you're doing an executive summary, you would ultimately be aiming for something like the following: at least two single-spaced pages (~1000 words) of high quality executive summary on the scholarly and grey literature per group member, together with PDFs of at least 6 relevant high-quality scholarly and/or grey literature sources per group member, and an annotated bibliography of those sources with complete bibliographic information in the style specified by the community partner.

Make sure to touch base with Professor Shea before you turn in your final service learning plan to discuss the scale of your deliverable.

Make sure to include a copy of your final email to community partner, together with the final draft of your service learning deliverable. Turn in both to the community partner and Prof. Shea.

Below is what Prof. Shea emailed to Community Partners when inviting them to collaborate.

***Invitation to Collaborate (Sent By Prof. Shea to Community Partners):***

*I am writing to ask if you would be interested in working with some of my students in my Anth 174: Culture, Health, and Healing course this semester as a community partner in which they would produce a service learning deliverable to your specifications using knowledge and skills apropos the course. The students are from the Health and Society Program, Global Health Concentration in Anthropology, Health Sciences Program, and other majors and minors across UVM.*

*A service learning collaboration would mean working with a small group of students in the class (e.g., 2-5 students), each producing a piece of the picture or an alternate version of the same product. The product that each student produces would be something on the scale of a succinct proposal for the design of something together with related source citations, or a high-quality informational webpage with links to excellent relevant resources, executive summary with article PDFs and an annotated bibliography, an informational brochure with related source citations, an educational PowerPoint presentation, training manual materials, a meaty evidence-based advocacy letter with source citations, a short evidence-based informational video or podcast, or something else of that scale. If multiple students were working for you, they would each produce a different piece of the picture or an alternative version of the same thing to give you product options to choose from.*

*Excerpts from the assignment description and the schedule for the assignment are below. The role of the community partner would be to communicate to the students about what you'd like them to produce for you (last week in September-1st week in October), approve the service learning plan that they write up (the written agreement about what they're going to do, October 7th) , give brief feedback on a couple of drafts of the deliverable (mid-November and first week of December, and let me know if you are satisfied with the final product and the students's professionalism at the end of the semester. Any of these contacts could be in person, by Skype, by email, or whatever works for you.*

*In the course, the students learn about medical anthropological perspectives, methods, and findings. As you know, medical anthropology brings social and cultural perspectives to the exploration of health and illness experiences, healer-patient interactions, healing traditions and therapeutic practices, and the political economy of health and health care. In the course, the topics we cover include influences of culture on people's views and experiences of health and illness; how socio-cultural factors in healer-patient interactions can affect treatment efficacy and satisfaction; the cultural assumptions and social patterns underlying health-related ventures; healing traditions and therapeutic practices; and the ways in which politics, economics, and social stratification can affect people's access to health and health care. The students are also getting IRB certification in the course, and I am giving them some training in ethnographic interviewing and in using scholarly search engines for research in medical anthropology and social science research on health.*

*Service Learning Project: The service learning project will involve getting instructor approval to contact an appropriate real-world community partner or their intermediary to communicate with them in order to mutually identify a way in which the student can apply knowledge and*

*skills from their work in the course to develop a useful deliverable for that partner. Related learning objectives include:*

- 1. To identify, get course approval for, and communicate collaboratively with an appropriate community partner to develop a service learning deliverable helpful to others flowing out of learning from the course.*
- 2. To interact in a considerate professional manner with a community partner and/or their intermediary, striving to help and not burden them, productively receiving constructive feedback from them and improving the SL deliverable in response.*
- 3. To communicate clearly, accurately, and effectively in genre-appropriate ways about course content.*
- 4. To hone project management skills by breaking work down into smaller pieces, juggling different ongoing projects, and revising and improving work over time.*

*The schedule is as follows:*

<i>Mon. Sept. 30</i>	<i>Deadline for student to Contact Community Partner or Intermediary</i>
<i>Mon., Oct. 7</i>	<i>Draft of Service Learning (SL) Plan</i>
<i>Wed., Oct. 16</i>	<i>Revision of SL Plan after discuss w/ community partner</i>
<i>Wed, Nov. 13</i>	<i>Rough Draft of SL Deliverable</i>
<i>Dec. 2, or Dec. 4</i>	<i>Presentation of Revised SL Deliverable to Class (include feedback appended from community partner or intermediary)</i>
<i>Dec. 9</i>	<i>Final SL Deliverable</i>