Course Syllabus
SRVL 293 – Summer 2019
Introduction to Community Engagement

Course Introduction

- Credit Hours: 1
- Method of Instruction: Service-Learning
- Instructor: Lindsey Rinehart, MSW, Academic Community Engagement Coordinator
- Class Meets: M-F 12:45-2:45, July 8-July 25 Towers Room G06
- Course Description:
  This course serves as an introduction to community engagement, helping learners to explore methods of community involvement, change making process, and professionalism within the community. Students will further explore how to make the most of their higher education experience through service. Students will engage in service-learning to help them broaden their understanding of community and deepen their learning.

Learner Support

- Office Hours: By appointment
- Instructor Email: lindsey.rinehart@mail.wvu.edu
- Phone: 304-293-8762
- Method of Making Appointment: Email

Course Learning Objectives

1. Describe the impact of community engagement on student learning and possible career paths.
2. Compare the structure and function of different nonprofit agencies.
3. Illustrate the impact of volunteering on the community.
4. Apply professional behavior when working with community organizations
5. Investigate the complexity of problems related to community needs
6. Model critical thinking skills
7. Examine how societal, cultural or environmental issues impact community challenges or societal problems through collaboration with community towards shared goals.

Assessment

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reflection Essay</td>
<td>10</td>
</tr>
<tr>
<td>RSQC2 Writing about Needs Assessment Readings</td>
<td>5</td>
</tr>
<tr>
<td>Comic Strip</td>
<td>10</td>
</tr>
<tr>
<td>Ethical Essay</td>
<td>10</td>
</tr>
<tr>
<td>Evaluation essay</td>
<td>10</td>
</tr>
<tr>
<td>Journaling and logging service days</td>
<td>20</td>
</tr>
<tr>
<td>Summary and SWOT Analysis</td>
<td>15</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading Scale: A 100-90  B 89-80  C 79-70  D 69-60  F 59 & below

Course Activities
Pre-Reflection Essay – 10 points – Due on ecampus Tuesday 7/9 by 10pm
This essay is intended to help you think about your service and experience before you get started. Use the questions below as a guide but this should be written in essay format, meaning paragraphs, not question answer format. Your essay should be approximately 500 words and will be graded based on thoughtfulness as well as following instructions and using proper spelling and grammar, remember to spellcheck!

- What do you imagine are some of the major social issues/problems facing the Morgantown community?
- How do they compare with your hometown? (If you are from the local area, tell about how this compares to the nation as a whole?)
- What comes to mind when you hear the word “community”? What about the word “service”?
- What role do you think that community engagement might have in your college education?
- What might the supervisors at community sites expect of you when you go out to complete service?

RSQC2 Writing about Needs Assessment readings – 5 points – Due on ecampus Thursday, 7/11 by 10pm
Assignment details are included on ecampus

Comic strip – 10 points – Due Thursday, 7/18 by 10pm [https://www.makebeliefscomix.com/] Assignment details are included on ecampus

Ethical Issue – 10 points – Due on ecampus Sunday, 7/21 by 10pm
This essay will give you an opportunity to examine the complex issues facing communities. Based on your experiences hearing from community stakeholders, serving directly in the community and conducting research in a specific community focus area, you will identify an ethical challenge. You do not need to try to solve the issue, but you do need to examine it from multiple angles.

Write a 500-word essay describing the issue as you see it. You will be graded on thoughtfulness, thoroughness, and proper spelling and grammar. Explain how this issue may be viewed by different stakeholders, what differing opinions exist? What would be potential consequences of various courses of action? Do you have a recommendation? Do you disagree with some of the viewpoints you have come across? What factors exist that make solving this issue more complicated than may meet the eye?

Evaluation Essay – 10 points – Due on ecampus Tuesday, 7/23 by 10pm
Students will complete a final essay reflecting on their class experience and provide final summaries about what they have taken away from class discussion and activities. This essay will be evaluated on thorough and thoughtful answers as well as spelling and grammar. Final essay should be approximately 500 words.

This essay should follow the “mirror, microscope, binoculars format” where you look at your experience through three lenses. Your essay should address at least one of the questions from each category below but may address more than one from each. You will conclude the essay by addressing the conclusion questions. Please write your essay in paragraph format, not as a direct question and answer.

Mirror: looking at what we have learned about ourselves
- What did you learn about yourself by participating in this service project? What did you learn about working together as a team?
- How has the experience affected your understanding of the community? of your role in your community?
- How has this experience challenged your assumptions or biases?
- How will these experiences change the way you act or think in the future?

Microscope: looking at what we have learned about community agencies and issues
- Describe your experience and what you learned about needs and assets of communities
- Were there moments of failure, success, indecision, humor, happiness, sadness?
- Do I feel my actions had an impact? On whom?
- What is the relationship between the local community and your home community?

Binoculars: looking at what we have learned about broader issues and social problems
• How have others in the community addressed community challenges?
• What recommendations do you have as the United Way goes about their future needs assessment?
• What current issues are facing our communities?

Conclusion:
• Discuss briefly the differences between service-learning and volunteer experience you may have had in the course. You may want to reference the Furco article we read at the start of class.
• What do you believe you have learned by doing during this course?
• How might you incorporate service or service-learning into your college career?

Service in the Community – Evaluated through tracking and journaling – 20 points
After each of the four service days, you will track your service in iServe and complete a journal entry about your experience and impressions. Journal entries will be handed in during class time on the day immediately following your service day. Your journals will serve as a record of your thoughts and experiences through service. Your entries should go beyond what you did and include observations you had about the setting, the clients or staff you interacted with, your interaction with your peers at the service site, etc. Please write at least a page about your experience.

Needs Assessment Narrative Summary/SWOT Analysis – 15 points - Due Wed, 7/24 by 10pm
This is a group assignment, but you will be graded individually. This means that you should work collaboratively on the assignment but you each need to turn it in and you will each get your own grade.

Narrative summary (500 words) should include:
• A description of the focus area you assessed
• An explanation of your findings that led to the SWOT analysis
• A description of where you gathered your information from, including different demographic groups.
• Recommended stakeholders that you did not have an opportunity to interact with
• Recommendations for the next steps if you had time to do a more thorough needs assessment

SWOT Analysis
Keep in mind that you are evaluating the community’s ability to meet this challenge, not the issue itself (ex. Don’t list the strengths of addiction, list the community’s strengths in mitigating addiction)

Presentation of Project – 10 points – Thursday, July 25
With their teams, students will present a 10-minute summary of their project. Students will be evaluated on: how thoroughly they addressed the questions, the presentation of the materials (delivery of the information), evidence of cooperative teamwork within the group, and demonstration of critical thinking related to the project. Presentations should include a PowerPoint which must be turned in through ecampus by Wednesday, 7/24.

Presentations should address the following:
• What your focus area was and why you chose it
• How your group worked together to plan and implement your needs assessment
• An explanation of your SWOT analysis
• What was different about your initial SWOT analysis and the one you created after assessing, what elements of this surprised you?
• A description of the audience you assessed as well as important stakeholders who were missing
• Recommendations for continuing this needs assessment if you had more time
• How you might involve yourself in service as you move through your college education
• What you gained or came to understand through your overall experience

Participation – 10 points – ongoing
Active participation in class is an essential part of the college experience and greatly enhances your learning. In this class you will demonstrate active participation through classroom discussions, regular team check-ins with the instructor, small homework assignments and self and peer evaluations. Your cumulative participation grade will be updated on ecampus on a regular basis so that you can see how you are doing.
Course Schedule

Readings and assignments may be modified, added or deleted as deemed necessary by the instructor.

**WEEK 1**

**Monday, July 8**
- Course overview

**Tuesday, July 9**
- Community Needs Panel discussion

**Wednesday, July 10/ Thursday, July 11**
- Service #1/Class Activity
  - Discussion of panel
  - Reflection
  - Needs assessment readings assigned

**Friday, July 12**
- Needs assessment overview covered
- Brainstorm community focus areas and divide into teams

**WEEK 2**

**Monday, July 15**
- Librarian lead information literacy session

**Tuesday, July 16/ Wednesday July 17**
- Service day #2/Needs assessment work day #1

**Thursday July 18/ Friday July 19**
- Service day #3/Needs assessment work day #2

**WEEK 3**

**Monday, July 22/ Tuesday, July 23**
- Service day #4/Needs assessment work day #3

**Wednesday, July 24**
- Reflection and wrap-up

**Thursday, July 25**
- Final Presentations

Course and Institutional Policies

**Grading Policy**

An automatic **Unforgivable F** will be given to any student who has forged or falsified any information, hours, or activities related to service completion.

**Attendance Policy**

Students are expected to attend all in-class sessions. Community partners will evaluate student attendance on service days using verification through iServe.

**University Policies**

**A. ACADEMIC HONESTY AND INTEGRITY**

This course, and all WVU courses, upholds academic honesty and integrity. Students are expected to subscribe to the following statement: “Students should act to prevent opportunities for academic dishonesty to occur and in such a manner to discourage any type of academic dishonesty.... Academic dishonesty includes plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud” (WVU Undergraduate Catalog). The term plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without
full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (WVU Student Handbook). An automatic Unforgivable F will be given to any student who has forged or falsified signatures, service hours, or activities.

B. SOCIAL JUSTICE

West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700).

Institutional Policies: Students are responsible for reviewing policies on inclusivity, academic integrity, incompletes, sale of course materials, sexual misconduct, adverse weather, as well as student evaluation of instruction, and days of special concern/religious holiday statements.