Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Dean's Office

2. Course Prefix and Number: CCEN 2000

3. Effective Term: SUM 2010

4. Course Title: Introduction: Community and Civic Engagement
   Abbreviated Title (30 characters or less): Intro Community/Civic Engage

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - Current Course Number:
   - Proposed Course Number:
   - Type of Revision:

6. Course Credit:
   Maximum Hours (Repeatability): 3
   Contact/Group Hours
   Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)
   Weekly or Per Term? weekly
   Credit Hours 3
   Anticipated Enrollment 50

   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   none

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Introduction to Community and Civic Engagement introduces students to the context, issues, skills, and experience of citizenship and civic leadership in a democratic society.

11. May Count Either Program Type Program Title Requirement or Elective?
    (indicate if this particular course cannot be counted for credit in addition to another)
    (e.g.: minor, major, etc.) (e.g.: MS in Chemistry, Performance Option, Minor in Art) (required or optional?)
    Minor Minor in Community/Civic Engagement optional

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Minor
    Minor in Community/Civic Engagement

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification:

Based on Auburn University's historic "commitment of service" and general education outcome of producing "informed and engaged citizens," along with the College of Liberal Arts' mission to foster an intellectual community where students have an "understanding of the human condition, a respect for individual and cultural differences, and a desire for the free exchange of ideas," an introductory course on community and civic engagement is a critical and needed addition to the AU curriculum. Students in this course will explore aspects of the current "civic crisis" in the United States and will analyze one significant, current public issue as a class during the semester, with the guidance of a guest, faculty expert on the issue. Students will perform ten documented contact hours with an organization that currently deals with the issue, and this opportunity will provide real-world experience and a context for learning where theory meets practice.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No additional resources

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

- Students should be able to demonstrate an understanding of the historical context of democratic citizenship, including major theorists, methods, and data related to the "civic crisis" in the United States.
- Students should be able to demonstrate an informed understanding of a current public issue and/or topic from an interdisciplinary and multicultural perspective.
- Students should be able to demonstrate the development of skills, tools, and methods that enhance civic life, civic participation, and facilitate teamwork.
- Students should be able to demonstrate awareness of avenues of engagement with a particular issue and be able to relate local, national, and global social policy to the issue.
- Students should be able to recognize the social responsibility of the individual within a larger community and to distinguish the possibilities, values, and limitations of social change.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

<table>
<thead>
<tr>
<th>Week One:</th>
<th>Introduction to the Course</th>
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<tbody>
<tr>
<td></td>
<td>Why Civic Engagement?</td>
</tr>
<tr>
<td>Reading:</td>
<td>Service-Learning Companion : Chapter One</td>
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<td></td>
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<tr>
<td>Week Two:</td>
<td>Greek Democracy</td>
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<tr>
<td>Reading:</td>
<td>&quot;The Development of Athenian Democracy&quot;</td>
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<td></td>
<td>Enlightenment</td>
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<tr>
<td>Reading:</td>
<td>Selections from Locke, Rousseau</td>
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<tr>
<td>Week Three</td>
<td>U.S.: Independence</td>
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<tr>
<td>Reading:</td>
<td>Declaration of Independence</td>
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<tr>
<td></td>
<td>U.S.: Constitution</td>
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<tr>
<td>Reading:</td>
<td>Constitution, &quot;Virginia Should Reject the Constitution,&quot; Patrick Henry</td>
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<td></td>
<td></td>
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<tr>
<td>Week Four (First Reflection Due)</td>
<td>U.S: Civil War/Civil Rights Lincoln Speech, Secession Speech, King Speech</td>
</tr>
</tbody>
</table>
18. Assignments / Projects:

**READING REFLECTIONS**

Reading furnishes the mind only with materials for knowledge; it is thinking that makes what we read ours. ~ John Locke

Students will choose two of the assigned readings for the course and write one-page reflections for each reading. The reflection should include a brief summary of the reading and answer the following (or similar questions):

- What is the main argument or purpose of the chapter, article or document?
- How does the reading relate to civic life/civil society? Are you convinced by the author's argument or presentation? How does the reading relate to or compare to your life experiences? If you were to explain the reading to someone outside our classroom, how would you do that in two or three sentence?
The purpose of these reflections is to challenge you to interact with the reading materials chosen for this course. Each reflection is worth 50 points. The “C” grade reflections will do an adequate job of summarizing and interacting with the reading. The “A” grade reflections will prove, without any doubt, that the student read and thought critically about the content, made astute observations and interactions worthy of an excellent grade and included, especially, an answer to the last example question above. Other reflections will fall between and below these types of submissions.

The first reflection will be due on ______ (Week Four); the second reflection will be due ______ (Week Eight).

COMMUNITY LEARNING ACTIVITY

1. Each student will choose a non-profit organization, governmental entity, or citizen advocacy group from a list of participating entities and secure a commitment form from the partner NO LATER THAN ______ (WEEK TWO) (Students may request permission to partner with an organization not on the list but must do so by ______. Students may not partner with an organization where they are employed.)

2. Each student will document ten hours of participation with the partner in Service-Learning Pro at www.auburnserves.com. Student participation may include a combination of volunteer service, program attendance and/or shadowing, and interviews with staff and/or participants/clients. All ten hours of participation must be documented by ______ (WEEK TWELVE).

3. Students will keep a reflective journal of their activities for use on the final, take-home exam. As stated in our textbook, “Reflection is the lens through which you think critically about the experience, deeply considering how the action intentionally links to specific learning goals.”

The purpose of this community learning activity is to provide real-world experience and learning opportunities that cannot take place inside the four walls of a classroom. Ten hours is less than the amount of time a student would spend researching a topic for a research paper, so the requirement is not burdensome for a three-credit hour course. Challenges might exist, however, for students regarding transportation and matching you and your partners’ schedules. Student must be flexible, diligent with their time, and purposeful in their choice of a learning partner. If you believe transportation or work/class schedules will prove a challenge for you, please see the instructor immediately following the first class day.

Students will be graded on their ability to complete ten hours of documented participation with their learning partner. Reflections on the learning experience will be required to complete the take-home final exam/paper. The final exam grade will suffer from insufficient evidence of personal reflections on time spent with the learning partner.

Community partner learning experiences are excellent additions to student resumes and provide potential employers with evidence that the applicant has tested theories with practice and can probably navigate real-world challenges and relationships more adequately than the applicant who has little to no experience. Take advantage of this opportunity to build your network of off-campus contacts and share your time and talents with community partners.

SONG OF A CITIZEN ACTIVITY

1. View twelve opinion editorials (60 minutes total) at www.songofacitizen.org

2. Prepare YOUR OWN 2-minute video opinion editorial using the following
prompt: "The key to a thriving and active democracy is ___________."

3. Submit the video on Blackboard NO LATER THAN ___________ (WEEK THIRTEEN).

The purpose of this activity to develop your public speaking and critical thinking skills. Talking to a video camera is no easy task. Developing an outline or script for two-minutes is no easy task. The activity is worth 50 points (12.5% of your final grade). The best videos will not necessarily be slick productions. The videos that earn an "A" grade will be those that prove the student developed a thoughtful and persuasive monologue and practiced the presentation until comfortable with her/his performance. A "C" video will not be very persuasive or prove very thoughtful or will be shorter than 2 minutes. "F" videos will probably have been recorded shortly before the deadline and will prove only that the student deserves a failing grade for the assignment.

The class will review videos during the last week of instruction. Video cameras are available for student use in the Digital Resources Lab. Most Mac computers and many digital cameras or cell phones are adequate for this assignment, so technological equipment will most likely not be a challenge for students.

EXAM ONE

On ___________, the first exam will be given in the course. The exam will cover the topics of "Why Civic Engagement," Greek democracy, and our study of events from United States history that divided/united many Americans, including the American Revolution, the ratification of the Constitution, the Civil War and civil rights movements post-World War II. The exam will also cover material related to the current "civic crisis," including results of the 2009 Civic Health Index. The exam will consist of multiple choice and short answer questions, as well as the identification of important terms and vocabulary.

FINAL EXAM

A comprehensive take-home final exam will be given, and a guide for the exam will be distributed one week prior to the exam. The exam will ask students to relate specific readings to classroom experiences as well as the community-learning project. The best papers will weave together classroom discussions, assigned readings, and experiences in a thoughtful and thought-provoking manner. "C" papers will provide adequate but unenthusiastic or uninspiring responses to questions posed on the exam guide sheet. "F" papers will show very little effort and will normally be written hastily without much thought or interaction with the various components of the course.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Song of a Citizen Video</td>
<td>50 pts.</td>
<td>12.5%</td>
</tr>
<tr>
<td>Reading Reflections (2 @ 50 ea.)</td>
<td>100 pts.</td>
<td>25%</td>
</tr>
<tr>
<td>Community Learning Activity</td>
<td>50 pts.</td>
<td>12.5%</td>
</tr>
<tr>
<td>Exam One</td>
<td>100 pts.</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>100 pts.</td>
<td>25%</td>
</tr>
</tbody>
</table>

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:
(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.).)

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1299 Haley Center, 844-2090 (V/T).