Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Community and Civic Engagement

2. Course Prefix and Number: CCEN 5100/6100
3. Effective Term: Spring 2013

4. Course Title:
   Engage, Interact, Lead
   Abbreviated Title (30 characters or less):
   Engage, Interact, Lead

5. Requested Action:
   ○ Renumber a Course
   ○ Add a Course
   ○ Revise a Course
   Current Course Number: 
   Proposed Course Number: 5100/6100
   Type of Revision: 

6. Course Credit:
   Contact/Group Hours
   Maximum Hours (Repeatability): 3

   Scheduled Type
   (e.g.: Lab, Lecture, Practicum, Directed Study)
   3 Lecture weekly 3 20

   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment

   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 co-requisite, 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)
    An interactive exploration of classic texts of leadership, civic engagement and daily reading resources available through social media

11. May Count Either:
    ☐ or ☐ (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Program Type
    (e.g.: minor, major, etc.)
    (e.g.: MS in Chemistry, Performance Option, Minor In Art)
    Program Title
    (required or optional?)
    Requirement or Elective?
    minor Community and Civic Engagement Elective

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:

No currently offered course combines a study of classic texts in leadership and engagement with the use of the exhaustive resources in these areas that are available through internet research. Nor does any course engage social media as an effective voice in practicing civic action. This course will juxtapose traditional and rigorous academic learning methods with current systems of knowledge management provided by technology. The course will serve the Community and Civic Engagement efforts as indicated in the strategic plans of the University and the College of Liberal Arts. Students will learn to analyze and engage social, political, economic, and cultural issues of civic urgency through interaction with both substantial texts from the canon and contemporary voices.

(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:

This course will require no additional resources. It will be taught by qualified faculty who participate in the Community and Civic Engagement minor and have completed social media training such as the College of Liberal Arts' social media training course. The initial course will be taught by a faculty administrator who holds a PhD in literature and has completed the social media training.

(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 will be able to:
- Demonstrate knowledge of classic texts of community engagement and leadership theory and practice;
- Demonstrate knowledge of power and diversity as it relates to civic and social actions within a community;
- Demonstrate understanding of contextual awareness of civic action through acts of leadership and engagement within virtual environments;
- Acquire and apply engagement and leadership competencies to contemporary issues as they emerge in real time in media resources;
- Demonstrate critical thinking through oral and written communications, both in traditional reading and writing assignments and in blog and social media formats;
- Develop strategies for active engagement as leaders.

(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 1</th>
<th>Introduction of Key Concepts: the study of intellectual leadership as preparation for political, social, and economic change</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Development of intellectual leadership capacity through examples of leaders in action</td>
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<td>Week 3</td>
<td>Literature as an act of service - Paper # 1 due</td>
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<td>Week 4</td>
<td>Cultural competence and engaging in new communities</td>
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<td>Week 5</td>
<td>Acts of writing as social actions</td>
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<td>Week 6</td>
<td>Leadership in Action</td>
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<td>Week 7</td>
<td>Words as agents of change - Paper # 2 due</td>
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<td>Week 8</td>
<td>Midterm Preparation and Examination</td>
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<td>Week 9</td>
<td>Service and engaging the community through writing - Presentation due</td>
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<td>Week 10</td>
<td>Literature as an act of giving</td>
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<td>Week 11</td>
<td>Power, Leadership, and Followership</td>
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<td>Week 12</td>
<td>Great leadership literature as a model for today's civic challenges</td>
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<td>Week 13</td>
<td>Today and yesterday, themes that require action</td>
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<td>Week 14</td>
<td>Finding a voice</td>
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Week 15: Paper # 3 due, final review

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Reading Quizzes (10%): Every class will begin with a brief quiz that assesses student ability to distill key concepts from assigned readings.

Daily Assignments (5%): Students will complete different assignments according to the topic of the week.

Weekly blog entries (10%): Students are required to make public statements as acts of engagement each week and be able to illustrate to the class where and to what purpose their statements have been made.

Paper 1 (5%): The first paper is a self-assessment of student success in distilling key relevant topics from classic readings and applying them to ongoing conversations on media sites. 5100 level students write a 3 page self-assessment, and 6100 level students write a 5 page self-assessment. Due the third week of class.

Paper 2 (10%): In the second paper students will construct a statement regarding the social or civic act they intend to make via social media. The paper declares the problem, the intended act toward resolution of the problem, the particular sites on which the student will address the problem, an analysis of the discussion of the problem on the site, and a self-assessment of the student's contribution to the discussion. 5100 level students write 5 pages; 6100 students write 8 pages. Due the seventh week of class.

Paper 3 (20%): The third paper is the final course paper in which students describe, analyze and assess the class project of distilling themes from classic texts, applying them to today's civic and social challenges, and inserting their own voices into social media discussions about the topic as an act of engagement and leadership. The paper must illustrate a synthesis of distilled themes from at least three classic texts. It must apply those themes comprehensively to an ongoing challenge and illustrate a sound understanding of the public discussion of that topic. It must offer a clear assessment of the leadership act the student performed. 5100 level students write 12 pages; 6100 level students write 15 pages. Due fifteenth week of class.

The midterm exam (20%) will be a class-length, in-class examination covering everything that has been read and discussed to midterm. It will be administered in accordance with the University schedule.

The final exam (20%) is cumulative and will be administered in accordance with the University schedule.

(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:

Grading:
1) Reading Quizzes 10%
2) Weekly blog entries 10%
3) Daily assignments (analysis and outline) 5%
4) Paper 1 (self-assessment) 5%
5) Paper 2 10%
6) Midterm examination 20%
5) Paper 3  
7) Final Exam  

A=90-100%; B=80-89.9%; C=70-79.9%; D=60-69.9%; F=below 60%

(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: CCEN 5100/6100 is designed as part of the Graduate Certificate in Collaborative Community Leadership, and so must offer graduate level instruction and credit. However, since the course is also designed as a creative confluence of substantial study in classic texts and contemporary media as an act of leadership and engagement, it will be available to all students. The course will be offered at both the undergraduate and graduate levels with graduate students expected to complete more traditional academic work (to include additional reading assignments) as well as to serve as thought leaders throughout the course. Graduate students will also turn in a 5-page self-assessment the third week of class (instead of 3-page paper), an 8-page paper on the 7th week of class, and a 15-page final paper due the last class meeting.

(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 the 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 that 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 confer 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, 1268 Haley Center, 844-2956 (VTT).
Approvals

Department Chair / Head

Date

College / School Curriculum Committee

Date

Dean of the Graduate School (for Graduate Courses)

Date

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

Contact Person:

Telephone:

E-Mail Address:

Fax: