Florida Gulf Coast University

**IDS 3300 Honors Foundations of Civic Engagement**

CRN 82100

MWF 9:00-9:50 Merwin 121

Fall 2015

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| Instructor: Jessica J. Rhea, M.Ed.  MC900233510[1]  MC900233510[1]  Email: via Canvas  Office #: 590-7016  Office Hours:  by appointment |

**Course Objectives**

This course will enable students to explore a number of questions through critical thinking, written assignments, group discussion, assigned readings, and practical engagement.

1. Understand, analyze, and reflect on foundational elements of civic engagement.
2. Develop the skills of critical thinking, problem solving, and civil dialogue in relation to civic engagement.
3. Apply elements and skills of civic engagement by creating and completing a meaningful service project to address community needs.

**Civic Engagement Project**

Students will work collaboratively with a community partner to analyze, evaluate, and create a civic engagement project. This assignment comprises the following three parts.

1. Civic Engagement Project Proposal 200 points
2. Civic Engagement Project/Film 100 points
3. Written Reflection 200 points

**TOTAL 500** points

**Grading**

**Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 100-93 =A | 89-86 = B+ | 79-76 = C+ | 69-66 =D+ | 59-0 = F |
| 92-90 = A- | 85-83 = B | 75-70 = C | 65-63 = D |  |
|  | 82-80 = B- |  | 62-60 = D- |  |

**Texts**

Davis, Adam and Lynn, Elizabeth ed. *The Civically Engaged Reader: A Diverse Collection of Short*

*Provocative Readings on Civic Activity*. Great Books Foundation, 2006.

Braun, Adam. *The Promise of A Pencil: How an Ordinary Person Can Create Extraordinary Change*

**Course History**

Originally, Foundations of Civic Engagement was one of five courses that made up The Collegium of Integrated Learning, required for a Liberal Studies Degree here at FGCU. Students and faculty members worked together in these courses to explore the cultural, social, historical, philosophical, moral, scientific, and humanistic roots of contemporary issues and how they have developed across time. Students were asked to examine issues through a variety of perspectives and methods and to formulate their own interpretations and responses.

These courses were structured to encourage problem-based learning and to learn in ways that they may not be accustomed to, requiring critical, creative, systematic, and collaborative thinking and demanding the ability to find and intellectually defend connections among multiple points of knowledge. By bringing all multiple perspectives to bear on contemporary issues and analyzing carefully their historical foundations we are more apt to develop a fuller understanding, and perhaps, an ameliorative sense of ethics if not actions.

**Why does this course have a required service-learning/civic-engagement component?**

Service-learning is an experientially based teaching methodology which combines classroom pedagogy with community action. Through service-learning, students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs. It is reciprocal: both the “server” and those being served are teaching and learning during their interaction. Service-learning is also academic: “Service-learning experiences put abstract classroom concepts into concrete form and provide meaningful opportunities to test and refine theories while helping to meet basic community needs.”

*(Source: The National and Community Service Act of 1990)*

According to AAC&U, the incorporation of service-learning is a “high impact practice” that increases content knowledge, higher-order thinking skills, problem solving skills, communication skills, career skills, motivation, retention, and academic engagement and success. *(Furco, 2011)*

**Course Policies:**

1. **Prompt and regular attendance**; Regular attendance is **required**. Your grade is based extensively on your in-class involvement and participation. Being a student is your profession at this point in your lives. Just as absenteeism is unacceptable in the workplace, it is unacceptable in the classroom. At work you risk losing pay and ultimately your job; in class you risk losing points and ultimately failing the course.

* Points (10) will be deducted from your final course grade for **each** class you miss: There are **NO** free absences.

* **If you miss more than six class sessions, this will result in a grade of F for the course.**
* Attendance includes coming to class on time, and remaining for the full period. **Late arrival and early departure will result in a point reduction.**

Points will also be deducted for inappropriate classroom behavior such as sleeping, use of your cell phone (for calls or text messages), or going in and out of the classroom for anything other than emergency reasons. In other words, attendance is about more than just being physically in the room. It also means being attentive and actively involved in the lesson, discussion, and activity for the day.

2. **Research and preparation** for all discussions, papers, and presentations. This research and preparation must be of the appropriate academic level, contain original thought, and utilize critical thinking.

3. **Late-Work Policy:** Any assignment turned in after the class period on which it is due is considered late. Points (equivalent to 20% of the assignment total) will be deducted for each day it is not completed (weekends included). **Even if you are not present in class, your work is still due.**

4**. Class Preparation and Participation**- Participation does not simply mean, “talking a lot”. Participation implies that you not only physiologically engage the material by showing up to class, staying awake, and commenting here or there, but that you also critically engage the material with your mind. Do not think that making a comment by answering a question always displays your critical abilities. Often times, the students that do best in participation ask more questions than provide answers. Demonstrate your grasp of the readings.

5. **Extra Credit­-** Extra credit is offered throughout the semester. Look out for opportunities through Canvas to earn additional points. Further instructions will be provided.

6**. Plagiarism & Intellectual Honesty:** Plagiarism or other forms of cheating will not be tolerated, and will be severely punished. ***They will result in a “0” for the assignment and may lead to failure of the class and disciplinary action by the university.***

**Grading**

**Scale (Points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1000-930 =A | 899-860 = B+ | 799-760 = C+ | 699-660 = D+ |  |
| 929-900 = A- | 859-830 = B | 759-700 = C | 659-630 = D |  |
|  | 829-800 = B- |  | 629-600= D- | 599-000= F |

**Course Grading**

A Look Into Your Civic Self 50pts (5%)

Town Hall Meetings (THM) (4 x 75 pts each) 300pts (12%)

Civic Engagement Project (CEP) 500pts (50%)

Reflection Essay Draft 50pts (5%)

Attendance/Preparation/Participation 100pts. (10%)

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**1000 pts.**

**\*\*\*Extra Credit opportunities will be offered throughout the semester. Therefore, no additional opportunities for extra credit will be offered at the end of the semester.**

**Student Observance of Religious Holidays Statement**

*All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observance. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification or the reason for the absence.*

**Adaptive Services Statement**

*Florida Gulf Coast University, in accordance with the American with Disabilities Act and the University’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall, room 137. The phone number is 590-7956 or TTY 590-7930.*