



## COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

**Course No. & Title:** SOC 299 WB1, Service Learning  
**Semester and Term:** Spring 2014  
**Day and Dates:** Tuesdays, 1/14/2014 – 2/11/2014  
**Time:** 6pm – 10pm  
**Campus Location:** Waterbury

**Course Description:**

The purpose of this course is to prepare students for a lifetime of responsible community involvement and leadership through developing their leadership styles and skills in a community setting. The course examines leadership in the context of service and community involvement. Students will gain an understanding of service and leadership for "the common good," analyze the setting in which service takes place, actively participate in a community service setting and gain hands-on knowledge, skills, and experience about a specific community organization.

Prerequisite Courses: None

Course Code: HS-PE, LA, SsC,

**Instructor & contact information:** Charles Phillips cphillip@bridgeport.edu

**Required Textbook:**

Komives, S. R., Lucas, N., & McMahon, T. R. (2013). *Exploring Leadership: For College Students Who Want to Make a Difference.* San Francisco: Jossey-Bass ISBN: 978-1-118-39947-7

Please note that earlier editions of the textbook are NOT acceptable for use in this course.

I strongly recommend for students to consider digital editions of the textbook both to avoid delays in shipping and for the ease of electronic searches.

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>  
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

**Learning Outcomes:**

The core of the learning experience in this course is community involvement. The course examines leadership in the context of service and community involvement. Students will be encouraged to thoughtfully and critically analyze their own leadership responsibilities, community involvements, and service commitments. Through participation in the course you will develop:

Your personal leadership competencies through:

- Applying the concepts of leadership in a community setting.
- Understanding and utilizing concepts that inform leadership practices such as self knowledge, vision, common purpose, commitment, collaboration, empowerment and inclusiveness.
- Integrating service/community involvement experiences with readings on leadership, community, and service.
- Demonstrating the ability to understand community issues from multiple perspectives.
- Learning to identify the steps in planning, organizing and sustaining voluntary community service.

And increase your knowledge about the workings of nonprofit organizations through:

- Investigating the purpose and mission of at least one non-profit organization and how it operates within the community.
- Exploring the role nonprofit organizations play in the social structure and in creating authentic community.

### **First Assignment Prior to the First Class:**

Read the first two chapters of the Komives text and consider an agency where you can volunteer throughout the course.

### **Assignments:**

#### **Written Assignments 40%**

#### **Essays**

Essays should be approximately 3-5 pages in length, typed and double-spaced. The essays should reflect an integration of your service-involvement, class discussions, and reading.

**Essay One: Who Am I?** - In this first essay you will discuss who you are in terms of the communities in which you are a member. More specifically, think about and describe who you are in terms of race, ethnicity, class, gender, ability/challenges, religious background, national origin, etc. Describe a time when you interacted with others different from yourself - how did you feel and what did you think about? How do/did stereotypes influence your sense of others as different and of your sense of self as different? Describe what you take for granted or do not notice and how privilege or oppression might impact how you experience the world? Do you consider yourself to be a leader? How do you describe yourself as a leader? Is there an issue(s) that you care about?

**Essay Two: My World and I** - In this reflective paper, thinking about who you are and how you relate to others, describe what difference your experience makes in who you are as a leader and how you intend to make a difference. How will you practice your leadership and for what purpose? What do you stand for? Describe your commitments and responsibilities - as they have been informed by your learning in this class - to your self, to others, to a specific organization(s) of which you are a member, and to the various communities of which you are a member.

### **Wrap-up Paper**

This 2-4-page paper will be due on the last day of class, and I encourage you to wait until the last week of class to complete it. The focus of this assignment is an overall reflection and celebration of what the course has been for you. Thinking about the following questions may help you complete the paper:

- What meant the most to you?
- What challenged you; stretched your mind?
- What aspect touched you emotionally?
- What elements will have a lasting impact?
- Will your relationship with others be different? How?
- Are you different as person 'in some way'? How?
- Has this learning experience had an impact on your understanding of your personal and family experience? Express any emotions, insights or comments that are present as we conclude the class.

### **Practicum 40%**

The practicum is an opportunity to use the insights from the course to investigate issues of the leadership of nonprofit organizations introduced in the course. Thus students not only study leadership but also practice a leadership role.. Students are required to complete a minimum of 20 hours of supervised community service in an agency.

This practicum provides an opportunity for experiential learning in the context of voluntary service in an agency that serves the local community. Part of the assignment is to make this direct connection between the learning objectives and the experience in the practicum.

The quality of your service to the agency is so important that it will be considered in your grade on this assignment. Issues such as attitude, punctuality, and sense of responsibility are some of the measurable objectives that determine the quality of your service. If you cannot keep your commitment then your supervisor will report this. If there are any problems that arise for you

during this service, please talk to your supervisor and/or me. Throughout the semester you will be asked in class for brief feedback on the service-learning experience.

**The Letter of Commitment** is to provide the following information on the agency (**due Week 2 January 21**):

- a. The mission, philosophy, strengths and needs of the organization.
- b. Strengths of the people providing services in the organization.
- c. Needs/challenges of the people who use the services at the agency.
- d. The preparation (orientation and training) you will complete for the service.
- e. Activities in which you will engage.
- f. Days and times service can occur.

The **Practicum Report** is to document your service learning experience and create a portfolio including all of the following (**due week 5 February 11**):

**a) Collect a signed document (letterhead required or no credit will be given) that verifies your minimum volunteer hours.** This verification will also include comments regarding the value of your work. Ask for a current brochure on the program and also hand this in.

**b) Letter to your community service site**

Write a thank you letter to your community service site supervisor describing what you have learned as a result of your involvement there. Include in this letter: appreciation for their help with this assignment, specific strengths and weaknesses of the experience, some comments as to the ways the service-learning experience related to the course and the overall benefits of the experience.

In addition to identifying how you have benefited from your participation, describe what you think the benefits to the community and to the service organization that you have contributed. Your community service site supervisor will benefit from hearing what you have learned from this experience after volunteering on a consistent basis for several weeks, including what you have brought to – and taken away – from your community service site.

**c) Practicum Report**

Prepare a 5-7 page paper using the three identifiable sections that follow:

- i. **Service Description:** The agency where the assignment was completed and the basis for the selection of the agency. Some information regarding the history of the agency is appropriate in this section. Also consider which social problems the agency is working on and the specific interventions they use.
- ii. **Reactions:** In the context of self-exploration and self-discovery, complete a description of your feelings, observations, personal values, attitudes and ethical issues related to the experience. You may consider your reactions to being at the site that is different from your usual experiences, any shifts in your attitude, as well as your intentions upon completing the assignment.

- iii. Relation to the Course Content: An in-depth analysis of the experience in relation to at least 6 numbered, specific principles and concepts from the course. This section should identify specific elements of the course from lecture, text, and/or discussion which were amplified by your community service.
- iv. **Submit a copy of the thank you letter and signed documentation and evaluation as an appendix of the reflection paper. Be prepared to give a short 10-15 minute presentation on your experience.**

**Format of the Course**

The format for this course includes in-class lectures, discussion groups, reflection activities, and field experience at a local community service organization. Each student will select from an agency to volunteer throughout the course. A minimum of 2 hours per week of involvement at the site is required. Discussion groups will constitute a central component of class sessions.

**Description of Weekly Sessions:** (subject to agreed upon changes during the course)

| <b>Date</b> | <b>Topics and Assignments</b>  | <b>Required Reading</b> |
|-------------|--|-------------------------|
|             | Overview of the course and Expectations  |                         |
| Week 1      | An Introduction to Leadership<br>The Changing Nature of Leadership<br><b>Assignment: Establish connection with Agency</b>                        | Chapter 1,2             |
| Week 2      | A New Way of Understanding Leadership<br><b>Letter of Engagement with Agency: due</b><br>Understanding Yourself<br><b>Essay #1 Who Am I? due</b> | Chapter 3,4             |
| Week 3      | Understanding Others<br>Interacting in Teams and Groups<br><b>Essay #2 My World and I due</b>  | Chapter 5,6             |
| Week 4      | Understanding Complex Organizations<br>Building Coalitions and Communities   | Chapter 7,8             |

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|        |  |              |
|--------|--|--------------|
|        | Leading with Integrity and Moral Purpose         |              |
| Week 5 | Why Renewal is Vital to Groups and Organizations | Chapter 9-11 |
|        | The Mind, Body, and Soul of the Leader           |              |
|        | <b>Practicum Report and Wrap-up paper due</b>    |              |

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**Grading Criteria:**

|                        |              |
|------------------------|--------------|
|                        | Total Points |
| 1. Written Assignments | 40           |
| 2. Class Participation | 20           |
| 3. Practicum           | 40           |

**Letter Grading Scale:**

| <b>% of Points Earned</b> | <b>Letter Grade</b> | <b>% of Points Earned</b> | <b>Letter Grade</b> |
|---------------------------|---------------------|---------------------------|---------------------|
| 100-94                    | A                   | 76-74                     | C                   |
| 93-90                     | A-                  | 73-70                     | C-                  |
| 89-87                     | B+                  | 69-67                     | D+                  |
| 86-84                     | B                   | 66-64                     | D                   |
| 83-80                     | B-                  | 63-60                     | D-                  |
| 79-77                     | C+                  | Below 60                  | F                   |

## **ACADEMIC POLICIES**

### **Attendance Policy**

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

### **IMPORTANT:**

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

### **Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

### **Cell Phones**

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

### **Academic Dishonesty**

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:  
[http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)

### **Ethics Statement of Confidentiality**

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or

business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

## **ACADEMIC RESOURCE CENTER**

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5<sup>th</sup> Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNet account.

### **Obtaining a UBNet Account**

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

### **Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

### **Using the Library**

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

### **Using Computers**

Open access computer labs are available at three locations:

- Bridgeport – 1<sup>st</sup> floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>

- Waterbury – Computer Lab; Check open hours at:  
<http://www.bridgeport.edu/waterbury>

### Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

### IMPORTANT CONTACT INFORMATION

| Office                       | Telephone      | Email                     |
|------------------------------|----------------|---------------------------|
| Bridgeport Campus Security   | (203) 576-4911 | ubsecurity@bridgeport.edu |
| Bursar                       | (203) 576-4692 | bursar@bridgeport.edu     |
| Cashier                      | (203) 576-4682 | cashier@bridgeport.edu    |
| Financial Aid                | (203) 576-4568 | sfs@bridgeport.edu        |
| Registrar                    | (203) 576-4635 | registrar@bridgeport.edu  |
| Emergency Notification Phone | (203) 576-4159 |                           |
| IDEAL Office                 | (203) 576-4800 | idealinfo@bridgeport.edu  |

### CAMPUS CONTACT INFORMATION

| Campus     | Address                                 | Telephone      | Email                      |
|------------|---|----------------|----------------------------|
| Bridgeport | 126 Park Avenue<br>Bridgeport, CT 06604 | (203) 576-4800 | idealinfo@bridgeport.edu   |
| Stamford   | 5 Riverbend Drive<br>Stamford, CT 06750 | (203) 358-0700 | ubstamford@bridgeport.edu  |
| Waterbury  | 84 Progress Lane<br>Waterbury, CT 06705 | (203) 573-8501 | ubwaterbury@bridgeport.edu |

|   |   |
|---|---|
| <b>Directions to IDEAL Campus locations</b> | <a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a> |
|---|---|

**To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.  
Federal Student Aid Information: 1-800-433-3243**