**PSJS 250 P5: Social Change through Service Syllabus**

Spring 2020

Thursday 6:15-9:20

Dr. Lynn Donahue

Office Hours: Thursday 12:30-1:30 or by appointment

385-7342; [ldonahue@sjfc.edu](mailto:ldonahue@sjfc.edu)

<http://sjfcsocialchangethroughservice.weebly.com/>

**Course Description**

This course explores the interplay of challenge, asset, and resilience that can lead to self-reliance and change. Focus will be on children impacted by poverty in the city of Rochester. We will begin by better understanding the Rochester community and examining some of the root causes of poverty and low educational outcomes. At the same time, we will use an asset-based perspective to honor the strengths of the people in this community and consider ways to build resilience and self-reliance. This course will also examine the cultural and communication competencies needed to be successful in community change work. Students will run the Seeds of Success resiliency-building and community-engaged learning program with 1st through 4th graders as the medium through which students will learn and create change. The resiliency principles will be explored throughout the class with personal and community applications.

**Course Goals:**

1. Students will understand the characteristics and best practices of community-engaged learning and principles of *achieving reciprocity*.
2. Students will explore *community issues* such as poverty, low educational outcomes, and the impact of trauma on children and adults.
3. Students will use an *asset-based perspective to explore opportunities* such as building resilience and teaching social-emotional skills through the Seeds of Success program.
4. Students will gain *cultural competency skills* such as understanding implicit bias, social identity, and empathy needed to work with diverse populations.
5. Students will gain the knowledge, skills, and commitment to become active citizens.

**P5: Intercultural Perspectives and Languages Learning Goal:**

1. Students will be able to discern appropriate behaviors, attitudes and beliefs to operate and interact effectively within other cultures of the world.
2. Students will be able to draw linguistic and/or cultural comparisons and contrasts between one’s own and another’s culture
3. Students will be able to identify elements of language or elements of behavior (including nonverbal cues) that reflect the culture in which communication is occurring.
4. Students will be able to make an effective oral presentation about some aspect of the course topic, either individually or in teams.

**Ethics Minor Goals:**

1. Promote the importance of ethics and moral leadership in creating a good life, academically, personally, and professionally.
2. Provide students with a solid foundation of ethical principles, values, and norms, as well as the fundamentals of practical moral reasoning.
3. Enhance students’ critical thinking and leadership skills so that they can develop creative solutions to ethical questions, problems, and conflicts they’ll encounter in their personal and professional lives.

**Community-Engaged Learning Mission and Definition:**

Community-engaged learning employs the expertise of faculty-student-community partnerships to support organizational growth, enhance individual self-sufficiency, and promote a more just society. This is accomplished through the integration of capacity-building projects and direct work with clients in credit-bearing academic courses across the disciplines. Through the linking of rigorous assignments and thoughtful reflection with experience, this practice strengthens students' academic learning and professional preparation, and provides them with the knowledge, broadened worldview, and commitment to become active and informed citizens.

**Class Work:**

* In class, we will use readings, lectures, videos, guest speakers, discussion, journal assignments, and CEL experiences to explore the principles outlined above.
* The format for each class is as follows:
  + Lecture/Discussion/Experiential Learning: 6:15-8:00
  + Seeds Planning Team Meetings, Conferencing, and Google Doc Submission: 8:00-8:45 (book, 2 activities, discussion, working with the children)
  + Reflective Writing and Submission: 8:45-9:15
* *You will need to purchase Seeds of Success Manual available in the bookstore. All other assignments, required reading, supplementary article, and videos are on the website at* <http://sjfcsocialchangethroughservice.weebly.com/>.

**Graded Assignments:**

1. **Community-Engaged Learning Project (500 points) 50%**

To bridge theory with practice, and experience first-hand the nature of the issues explored in class, participation in a community-engaged learning will be a central component of the course. Each student will participate in the Seeds of Success resiliency education program with community partners (RCSD #57; Urban Choice Charter School).

Seeds of Success is a resiliency and social-emotional learning program designed to develop a resiliency mindset in young, underserved children (grades 1-4) residing in the city of Rochester, NY. Participating children are introduced to books, games, and activities that teach the five “seeds” of resiliency: Autonomy, Social Competency, Problem-Solving, Persistence, and Purpose, and Future. Students work with a small team of children (or a whole class) over the course of about 10 weeks. A celebration closes the program each semester and acknowledges the children’s accomplishments.

**SOS Preparation and Participation (25%):**

* 1. **Preparation:** Complete the CEL Planning Log on Google Drive by Thursday at 9:15on your role for the following week. *Students that have an excused absence from class can complete this by 4:00 on Friday.* The goal is to clearly establish what your responsibilities will be and to understand the roles of your teammates, and to communicate what worked well during that week’s service and what to change for the next week. *Check back on Monday to read comments and feedback from your instructor and community partner.*
  2. **Assessment:** Three assessments are required:
     1. Pre and Post Assessment for each child (Link is on the website; Taken Session #1 and Session #8)
     2. “What I Learned” Question after each session on each students
     3. Seeds of Success Program Final Evaluation at the end of the manual
  3. **Participation:** *Attend all sessions and lead your session with enthusiasm, commitment, and professionalism.*Evidence will be based on my observations, community partner’s feedback, and your CEL Log. All missed sessions should be made up.

**SOS Presentation (25%):**

This presentation will provide an overview of the connections between the course concepts and your CEL work. This will be a team presentation, but #5 & #6 will be presented individually. Include the following topics:

1. **Overview of the Seeds of Success program and community partner**
2. **Gaps and Challenges** that the Seeds of Success program addressed (e.g. achievement, social-emotional skills, lack of self-sufficiency, skills)?
3. **Assets** **and Strengths** that the SOS project was able to support (of the school, in the children).
4. **Impact of the program**– based on the children’s assessments
5. **The cultural competency** **skills** that were the most important to help you achieve this impact (empathy, cultural communication, perception, ethics, etc.)?
6. **Impact on You -** academically/professionally/civically/personally.
7. **Written Reflection Journal (500 points) 50%**

This assignment is designed to provide a forum to reflect on and learn from the course readings and in-class discussions and to connect academic concepts to your CEL experience. Reflection enables you to think critically about social justice issues and consider your perspectives and the perspectives of others.

Written (30%):

There will be 6 journey entries on the primary course concepts (poverty, trauma, hidden bias, etc.) and they will be graded two at a time (#1/2; #3/4; #5/6) with the following questions:

1. Summarize the **key points** of the article and if relevant, key points of the lecture.

(what is the thesis, take-away main points)

1. Document the **facts** to support these key points

(evidence stated by the author, lecturer to prove the main point)

1. Describe your **personal beliefs** about the issues

(based on your experiences, informed opinions, etc.)

1. Describe the **connections** between these issues and your CEL work

(what concepts you observe during implanting the Seeds program, what you’ve learned that help you develop a deeper understanding of what you’re experiencing, what skills have helped you succeed, etc.).

Participation (20%)

You will be expected to be prepared for and participate in discussions based on the text, recorded lecture, and each week’s journal responses. You may be asked to lead class discussions based on these written assignments. Evidence of participation is the frequency and relevance of comments made in class that are thoughtful, considerate, and on-point. Students are asked to be considerate of all perspectives.

*Written reflections are due on the class it is assigned. You will have time to finalize your submission before the end of class (9:15). No late assignments will be accepted except in the case of an excused class absence.*

**IMPORTANT NOTES:**

1. **Attendance is mandatory**. **One class session** can be missed for situations like illness, car trouble, etc. Additional sessions can be excused if you have a doctor’s note. You are responsible for finding out what you missed during the class and making up all missed work. If you miss more than one class session without a doctor’s note, your **FINAL letter grade will be lowered a step (e.g. B+ to a B) for each class missed.**
2. **You are responsible for following the syllabus** and noting when class is in session and what assignments and readings are due. The needs and schedules of a community partner may impact the flow of the course due dates and scheduled topics. **Thus, the syllabus may change as we go through the semester**. Part of your learning this semester is being able to be responsive to what the particular needs are of your community partner and remaining flexible relative to the course.
3. **Cell phone**s should be put away when you arrive and should not be used in class until class is over. Laptops can be used to take notes and plan for your CEL work. ***Your participation grade will be lowered one letter grade for inappropriate cell phone or computer use in class.***

**Extra Credit (for 3 EC points on final grade): Campus Presentations**

Dr. Donahue will provide you with campus presentations you can attend. You will be asked to write a two page reflection on what you learned and the connection to the class material.

**College Policy Concerning Students with Disabilities:**

In compliance with St. John Fisher College policy and applicable laws, appropriate academic accommodations are available to you if you are a student with a disability. All requests for accommodations must be supported by appropriate documentation/diagnosis and determined reasonable by St. John Fisher College. Students with documented disabilities (physical, learning, psychological) who may need academic accommodations are advised to make an appointment with the Coordinator of Services for Students with Disabilities in the Student Development Center, K211. Late notifications will delay requested accommodations.

**Academic Honesty**

You are expected to do your own work and cite the work of others’ when appropriate. Please consult your writers guide for standard rules of citation. The St. John Fisher policy on plagiarism and cheating will be strictly enforced.**Course Outline**

*This schedule may change based on guest speaker availability and service-learning project changes that may occur depending on needs of the community partner. Refer to website for all materials needed for this course at:* [*http://sjfcsocialchangethroughservice.weebly.com/*](http://sjfcsocialchangethroughservice.weebly.com/)

|  |  |  |
| --- | --- | --- |
| **Week/Date** | **Learning Goal and Activities** | **Readings/Assignments Due** |
| **Class #1**  **1/16**  **CEL Introductions** | **Introduction to Course and Community-Engaged Learning**  *What are the goals and requirements of the course? What are Community-Engaged Learning best practices?*   * Syllabus & Introductions to course, CEL and Seeds program * CEL Best Practices | * *Course Website* |
| **Class #2**  **1/23**  **SOS Training** | **Seeds of Success and Effective Partnerships**  *What are the goals and requirements of the Seeds of Success program? What are components of effective community partners?*   * SOS Orientation * Team assignments * RYY Presentation? | * *SOS Manual* * *Cress, Collier, & Reitenauer (2005) Learning through Service, CH 1 & 2* |
| **Class #3**  **1/30**  **SOS Lesson #1: Introductions** | **Needs: Poverty in Rochester, NY**  *What do the numbers and faces tell us about poverty in Rochester? What is the impact? What are the root causes including structural racism and redlining? What is the impact on education?*   * Dialogue * Online poverty simulation * Stack the Deck of Poverty exercise * Redlining video | * *Jensen (2009), Teaching with Poverty in Mind, CH 1* * *Doherty (2015), Poverty Report Update* * *One poverty in Rochester article from “Additional Readings” page on website* * **Journal #1: Poverty** |
| **Class #4**  **2/6**  **SOS Lesson #2: Positive Identity** | **Needs: Trauma Informed Education**  *What is trauma? How are behaviors explained through the lens of trauma? How can understanding of trauma inform our work with children and improve educational outcomes?*   * Dialogue * Trauma exercise | * *Putnum (2015), Our Kids: The American Dream in Crisis, excerpt* * *Jensen (2009), Teaching with Poverty in Mind, CH 2* * **Journal #2: TIE** |
| **Class #5**  **2/13**  **SOS Lesson #3: Feelings** | **Opportunities: Asset-Based Community Development**  *What is Asset-Based Community Development? What are the assets and challenges of the city of Rochester, RCSD #57, the children? What are your assets?*   * ABCD activity | * *ABCD Reading* * **Journal #3: ABCD** |
| **Class #6**  **2/20**  **RCSD February Recess** | **Opportunities: Resilience**  *How is resilience developed as a way to address trauma?*   * Tipping the Scale Resilience Game | * *Bernard (1991), Fostering Resiliency* * *Weir (2017), Maximizing Children’s Resilience* * *Petty (2014), 10 Ways to Foster Resiliency* |
| **Class #7**  **2/27**  **SOS Lesson #4: Empathy** | **Cultural Skills: Empathy**  *What is the role of empathy in developing cultural sensitivity and effective relationships? How is empathy developed? How can you use empathy to connect with others?*   * Dialogue * Empathy role play | * *Rosenberg (2015) Nonviolent Communication, CH 7* |
|  | **NO CLASSES AND NO CEL**  **FISHER MARCH BREAK (3/2-3/6)** |  |
| **Class #8**  **3/12**  **SOS Lesson #5:**  **Goal Setting** | **Cultural Skills: Implicit Bias**  *What is bias? How is bias a root cause of poverty? What is the role of privilege?*   * *Guest Speaker: Kristyl Ellis from Ronald McDonald House* * The Power of Privilege Tiffany Jana TedX Talk <https://www.youtube.com/watch?v=N0acvkHIiZs> * Implicit bias exercise * Unpacking Invisible Backpack exercise | * *Johnson (2005). Privilege, Power, and Difference (The Trouble We’re In)* * *Cress, Collier, & Reitenauer (2005) Learning through Service, CH 5* * **Journal #4: Implicit Bias & Privilege** |
| **Class #9**  **3/19**  **SOS Lesson #6:**  **Problem Solving** | **Cultural Skills: Social Identity**  *What does it mean to have a “Single Story”? How do expressions of your social identity influence perspectives?*   * Chimamanda Adichie, Danger of a Single Story, TEDX Talk <https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en> * Social Identity Circle activity |  |
| **Class #10**  **3/26**  **SOS Lesson #7:**  **Persistence** | **Looking Forward: Solutions for Rochester**  *How can solutions use a social justice vs. a charity perspective? How can we draw inspiration from others to create solutions? What are your goals for creating impact?*   * Guest Speaker – RMAPI (Lorianne)? Roc the Future? | * *The Wealth of the Poor. Beyond Charity: The Christmas Story* * *Roc the Future Report Card* * *RMAPI Year in Review* * **Journal #5: Solutions** |
| **Class #11**  **4/2**  **SOS Lesson #8:**  **Putting it all Together** | **Looking Forward: Solutions for Seeds of Success**  How can we pull together understanding of root causes to identify solutions related to the problems of child poverty, low educational outcomes, and trauma?   * 5 Why’s Exercise and new ideas * Team work to prepare for final presentation | * **Draft/Outline of lessons and presentation** * **SOS Manuals with Assessment Data** |
|  | **NO CLASS AND NO CEL - FISHER EASTER (4/9 & 4/10) BREAK AND RCSD APRIL BREAK** |  |
| **Class #12**  **4/16**  **SOS Lesson #9:**  **Celebration** | **Looking Forward: Emotional Intelligence**  How can we pull together understanding of resiliency and emotional intelligence to identify solutions related to the problems of child poverty, low educational outcomes, and trauma?   * Emotional Intelligence Quiz * Team work to prepare for final presentation | * **Journal #6: Final Reflection** |
| **Class #12**  **4/23**  **Last Day of Classes** | **Team Presentations**  *What has your impact been? What are your next steps?*   * Student Final Presentations | * **Team Presentations**   **Course Evaluations** |
| **Class #13**  **4/30** | **Finals Week** - meet during scheduled time (there will be no final exam due)   * CEL Student Impact Assessment in-class | * **CEL Evaluations** |