

Student Social Action: INTD: 121 Student Led Course

Spring 2019 1 Credit

Tuesday's 7:00-8:20pm LBC 214

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Course Description

Student Social Action is designed for students to choose and research a social issue in their community or on campus that they can address in a semester. As a class we will create our own Mission Statement. At the end of the semester students should have experience in researching, identifying community issues, create an action plan, set community goals, and plan and present their findings through a social action campaign and press conference.

Course Credit

1 Credit Student Led Courses are graded on a Credit/No Credit bases, meaning if a student comes to class and does the work, they will receive one credit for the course. There will not be specific grades distributed for the course and every assignment will be marked as complete or incomplete. As long as every assignment is turned in, your participation is average to frequent, and you attend EPIC EXPO you will receive credit. The class only meets once a week for an hour and a half, the readings and homework are built to take no longer than one hour per week for students to complete. *Students are allowed two unexcused absences for the class, but every absence will affect the in-class group work which may result in groups having to meet outside of class to catch up.* If there are any questions regarding the class, the syllabus, attendance, assignments, etc., please do not hesitate to ask! I am planning to have guest speakers in class and fostering a very stress-free environment. I hope we can all work together to make this class more of a group effort with lots of collaboration. Thank you all for coming on this journey with me and wanting to take my class! I am inspired every day by the work Earlham students do on campus and in the community. (:

Class Dynamics

Each class time will be broken up into three sections. The first 10-15 minutes will be looking at a Case Study, the next 30 minutes will be reviewing the reading assigned and answering the questions at the end of each reading, and the remainder of the time will be doing either an activity, listening to guest speakers, or having work time to complete projects.

Assignments and Grading

Readings – Every week students will read the assigned chapter that is uploaded to Moodle. We will use the text, *CHANGE! A Student Guide to Social Action* (2018) by Dr. Scott Myers-Lipton. Students DO NOT have to purchase the text, but if they choose to it is listed as \$32.95 on Amazon. The readings range from 1 page to 15 pages a week. After reading the students should look over the questions following the chapter and prepare for the class discussion. Participation points will be given for the day by the students input in the reading discussion.

Case Studies – Every student will be assigned one week to present for the first 15 minutes of class on a case study they have found. A Case Study is intended to help students see what is happening on other campuses and get ideas on how to move forward on their projects. A case study is an example of an

issue that students at another institution has worked on successfully, or not. Students can choose one of the ten examples of Student Victories at the beginning of the text or choose one they find on their own. A Case Study does not need to be a cause that has been completed but there must be enough information to provide to the rest of the class. Students will present their case study in any way they want (creative approaches are encouraged) and it is recommended that students have a few discussion questions in mind. This assignment is required to get credit for the class. will be graded for completion.

Idea Pitching Presentation – Students will present on their ideas for the project. This will be an informal 3-minute presentation with a few follow up questions. Students do not have to create a power point or stand up in front of the class but must have an idea for a project and be able to explain it to everyone. Students can present in teams or groups. Ideas do not have to be fully fleshed out but have a basic idea or approach. This assignment will be graded for completion. **DUE Week 3 - 2/05 in class.**

Two Page Reflection Paper #1 and #2 – The two-page reflection papers will be for the midterm and final grades. Students are asked to reflect on the class so far, their progress on their project, and any overall thoughts.

The papers should be in Times New Roman, 12-point font and double spaced. Feel free to use photos or creative approaches This assignment will be graded for completion. **DUE Week 7 - 3/05 and Week 14 - 4/30 before class starts.**

EPIC EXPO – As a class we will present our project(s) at EPIC EXPO. We will decide what our presentation will look like (either a panel discussion, workshop, or poster) as a class. Think of this presentation like a press conference where the class will share the research and work we have been doing all semester. We will not have class during our normal time on this day and you must attend EPIC EXPO to receive the credit for this assignment. The projects do not have to be 100 percent completed at this point, but there must be enough progress and information to share with the rest of the school and community. More details to come, and this assignment will be graded for completion and attendance.

Official Course and College Policies

Earlham's Academic Integrity Policy - <http://www.earlham.edu/curriculumguide/academic-integrity/>

The College trusts students who enroll at Earlham to be honest seekers of truth and knowledge. This trust is extended to all students by other students and by teachers and is manifested in a variety of forms. Exams are rarely proctored, and then usually after consultation with the class and the Academic Dean or Associate Academic Dean. Unlike many colleges and universities, Earlham does not ask students to sign an oath affirming that they did not cheat on an assignment, since this would imply that people are either inherently dishonest or will be honest only when they explicitly swear to it.

Students must be mindful that, although Earlham encourages cooperative and collaborative, rather than competitive, modes of learning, one's work must still be one's own, unless explicitly assigned to a group. Giving or receiving aid inappropriately on assignments and tests or plagiarizing by using another person's words or ideas without credit, constitutes a serious breach of our trust in one another and in the integrity of the search for truth.

Those who believe they have witnessed violations of academic integrity should feel the obligation to speak about this to the suspected offender. The witness also should feel obligated to report the suspected

offender to the instructor if the person fails to offer a satisfactory explanation and refuses to report him or herself.

Plagiarism - Plagiarism or presenting another's ideas or writing as your own without adequate citation, will not be tolerated. Whether it's intentional or accidental, plagiarism is serious business, and it will have a decidedly negative effect upon a student's academic and professional future. Furthermore, in art historical writing plagiarism is especially easy to spot. Please be careful and take the time to educate yourself on this topic. For more information about plagiarism and how to avoid it please consult the Earlham Student Handbook as well as Georgetown University's very useful and thorough guide to "What Is Plagiarism?" which is available at <https://honorcouncil.georgetown.edu/whatisplagiarism>

Academic Accommodation - "Students with a documented disability (e.g., physical, learning, psychiatric, visual, hearing, etc.) who need to arrange reasonable classroom accommodations must request accommodation memos from the Academic Enrichment Center (main floor of Lilly Library) and contact their instructors each semester. For greater success, students are strongly encouraged to visit the Academic Enrichment Center within the first two weeks of each semester to begin the process." <https://www.earlham.edu/academic-enrichment-center/disability-services/>

Campus Resources for Learning - *The Earlham Writing Center*

"The Earlham Writing Center provides one-on-one assistance with writing. Anyone who would like to discuss a piece of writing with a trained peer consultant is welcome. We are here to work with writers from all disciplines and all skill levels: whether you are confused about where to begin, you are stuck on page one of five, or just need some advice on final revisions. The Writing Center Consultants will begin with your needs and concerns first, so please come prepared with questions and an idea of what you would like to focus on.

You can enjoy free, walk-in service in the Main Level of Lilly Library starting September 2nd from Sunday -Thursday 7-10 p.m. with additional hours on Sunday 2-5 p.m. You may also schedule an appointment using the online scheduler found on our website. Also, if you want help with specific grammar topics related to your own writing, www.grammarly.com/edu is available for all Earlham students to proofread their papers and learn more about grammatical errors."

Academic Enrichment Center - "The Academic Enrichment Center (AEC) provides assistance with study habits and skills as well as a peer tutoring service. The AEC is staffed by trained peer tutors for either pre-arranged group tutoring sessions (provided for many math, science and social science courses) or one-one tutoring sessions for other courses. Peer tutoring is a free service offered to all Earlham students. Please visit <http://www.earlham.edu/academic-enrichment-center/peer-tutoring/> for more information."

Schedule

Readings

Assignments

Week 1 - 1/22	Intro and Welcome	
Week 2 - 1/29	Chapter 1: Issue Development	
Week 3 - 2/05	Chapter 2: Setting the Tone	Idea Pitching Presentation
Week 4 - 2/12	Chapter 3: Change Theory	
(Early Semester Break)		
Week 5 - 2/19	Chapter 4: Building Power	
Week 6 - 2/26	Chapter 5: Research	
Week 7 - 3/05	Chapter 6: Strategy and Tactics	2 Page Reflection Paper #1
(Spring Break)		
Week 8 - 3/19	Chapter 7: Campaign Kickoff	
Week 9 - 3/26	Chapter 8: Group Dynamics	
Week 10 - 4/02	Chapter 9: Campaign Plan	
Week 11 - 4/09	Prep for Epic Expo	
Week 12 - 4/16	EPIC EXPO	
Week 13 - 4/23	Chapter 10: Evaluation	
Week 14 - 4/30	Chapter 11: The Hero's and Shero's Journey.	2 Page Reflection Paper #2
(Finals week – no class or final)		