

**Course Google Meet Link:** <https://meet.google.com/ycd-eubf-kua>

IDST 470: Seminar in Civic Engagement and Social Justice  
Spring 2022 | Section 9192  
W | 4:00 pm - 6:45 pm | McMurrin Hall, rm 314

Instructor: Dr. Brooke Covington  
Email: [brooke.covington@cnu.edu](mailto:brooke.covington@cnu.edu)  
Office: McMurrin Hall, rm 201-G

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### **Office Hours:**

Office hours will be held virtually or in-person. Office hours provide an opportunity for students to meet with their instructor in a low-stakes environment to ask questions, clarify any misunderstandings, discuss course performance, or request feedback on assignments. I want you to come to office hours.

Please view my [Google Calendar](#) to reserve an appointment slot, which will provide the Google Meet link for anyone who would prefer an online meeting. For those who prefer in-person meetings, my office is in McMurrin Hall, rm 201-G.

Office hours will be held:  
T/W/TR: 2:00pm - 3:00pm

Appointment slots are 30 minutes, but you may reserve multiple slots if you think you need more than 30 minutes.

If none of those times work for you, please email me ([brooke.covington@cnu.edu](mailto:brooke.covington@cnu.edu)) to schedule an appointment outside of office hours.

### **Course Description:**

This capstone course draws on course work and experiential learning in the Civic Engagement and Social Justice minor. Students will: identify a community need; develop a partnership with a community agency which has a global, national, or community mission and provide semester-long service hours; create a project proposal of research and innovative action; and complete and present a reflective paper on the project. This service-learning course requires a minimum of 40 service hours and counts for 40 hours toward Service Distinction.

### **Course Learning Objectives:**

By the end of the semester, you will be able to:

- Analyze and critically evaluate a variety of ideas, arguments, and points of view
- Apply critical thinking and critical reading skills to a variety of texts, both written and visual
- Use writing and research skills to serve the public good
- Conduct research to compose persuasive arguments and support organizations aimed at social justice

**Required Readings:**

There is no required textbook for this course.

All of our required readings are posted in the Readings in our course Google Drive. Please familiarize yourself with our course's Google Drive folder, which is a collaboration tool we will use throughout the semester.

**Grade Distribution:**

- Letter of Agreement with Community Partner (50 points)
- Annotated Bibliography (300 points)
- Conference Proposal (200 points)
- Conference Presentation (300 points)
- Final Reflection (100 points)
- Community Partner Evaluation (50 points)

Full assignment descriptions are available under Assignments in Scholar.

**Grading Scale:**

1000 - 930: A	869 - 830: B	769 - 730: C	669 - 630: D
929 - 900: A-	829 - 800: B-	729 - 700: C-	629 - 600: D-
899 - 870: B+	799 - 770: C+	699 - 670: D+	599 - 0: F

**Standards of Practice:**

The following standards of practice are commitments we all agree to exhibit and maintain in our classroom space (be it virtual or actual). Should you find that you are struggling with any of these standards of practice, please schedule a time to meet with me to discuss alternative ways to meet these expectations.

**Online Etiquette:**

Whenever class is held online, each student is expected to abide by the following online etiquette guidelines:

1. Keep your camera turned **on** during course meetings, and make sure you have a professional background (whether actual or simulated).

2. Stay on task and participate in the course discussions. My classroom operates similar to a workplace. If this were a real workplace, the expectation for meetings would be that you contribute your perspective and collaborate with your colleagues.
3. Make sure your microphone is turned **off** when you are not speaking.
4. Avoid engaging in disruptive activities that you would not normally do during an in-person class; this includes:
  - a. Cooking, cleaning, or other household chores,
  - b. Vaping/smoking,
  - c. Walking around your home,
  - d. Watching television or playing video games, and
  - e. Anything else you would not do during an in-person course

### **Late Work:**

As a rule, I do not accept late assignments because my goal is to help prepare you for the demands of the workplace. However, should an emergency situation arise (and I hope one doesn't for you), please contact me immediately via email. We will meet in person or online to discuss how to handle the situation, which more than likely will be a slight extension to the assignment deadline.

If for any other reason you won't be able to meet an assignment deadline, contact me via email at least 24 hours before the assignment is due. We will arrange to meet and discuss an appropriate grade reduction, as well as develop an action or time management plan if you like. If you turn in an assignment late without notifying me first, I cannot guarantee you will receive any points. The goal of this policy is to prepare you for workplace expectations; people who don't meet deadlines and don't alert their colleagues tend to make undesirable employees.

### **Honor Code:**

All students must abide by CNU's Honor Code, which states:

*On my honor, I will maintain the highest standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.*

Any work you submit for this course must be new and original work. You may not recycle old assignments or copy another's work. Any outside resources you consult for an assignment, you must properly cite the original author. If you decide to collaborate with another student on any assignment in this course, you must obtain my permission first. Please contact me if you have any questions concerning academic integrity and plagiarism.

### **Technology:**

Your success in this course relies on having access to reliable internet and technology both in and outside of the classroom. All readings, assignments, activities, and collaborations will occur online, so please be sure to bring your laptop or tablet to each class meeting. As a standard of practice for this course, we all commit to using our technology in a responsible manner, which means remaining on task during class time and interacting with one another professionally in digital environments.

### **Professionalism:**

Because this is an upper-level course, we pledge to conduct ourselves professionally through our virtual, actual, written, and verbal interactions. We will treat our classroom as we would a workplace environment where professionalism is not only encouraged but expected. To act professionally, you will be expected to attend all class meetings, arrive on time, meet deadlines, and be prepared to critically engage with the course materials and your colleagues.

Professionalism also requires that you remain on task during class time (no texting, emailing, scrolling, gaming, etc.) and respect the dignity of your colleagues regardless of their race, gender, sexual orientation, socio-economic class, ethnicity, religion, or ability.

### **The Classroom as a Brave Space:**

Because all writing is rhetorical, it often involves issues of power concerning race, gender, and marginalized populations. I ask that every student enter the classroom with a commitment to open dialogue and mutual respect. Please pay attention to the University Statement on Diversity and Inclusion listed below and remember that we pledge to uphold these principles in all of our interactions with each other. My goal for our class is to foster a brave space, one where every student feels welcomed and supported, but also challenged. It is an unfortunate reality that there are very few “safe” spaces where every person’s voice can be heard without fear of backlash; the notion of a brave space is a closer reflection of the world that college should be preparing students to enter. In brave spaces, we recognize that the classroom itself is a rhetorical situation, one that is racialized and gendered in ways that impact our interactions. In our course, I hope that we can confront those issues and commit to bravely venturing into difficult discussions so that meaningful learning can occur.

### **University Statement on Diversity and Inclusion:**

The Christopher Newport University community engages and respects different viewpoints, understands the cultural and structural context in which those viewpoints emerge, and questions the development of our own perspectives and values, as these are among the fundamental tenets of a liberal arts education.

Accordingly, we affirm our commitment to a campus culture that embraces the full spectrum of human attributes, perspectives, and disciplines, and offers every member of the University the opportunity to become their best self.

Understanding and respecting differences can best develop in a community where members learn, live, work, and serve among individuals with diverse worldviews, identities, and values. We are dedicated to upholding the dignity and worth of all members of this academic community such that all may engage effectively and compassionately in a pluralistic society.

If you have specific questions, suggestions or concerns regarding diversity on campus please contact [Diversity.Inclusion@CNU.edu](mailto:Diversity.Inclusion@CNU.edu)

**Disabilities:**

In order for a student to receive an accommodation for a disability, that disability must be on record in the Office of Student Affairs, 3<sup>rd</sup> Floor, David Student Union (DSU). If you believe that you have a disability, please contact Jacquelyn Barnes, Student Disability Support Specialist in Student Affairs (594-7160) to discuss your needs.

Students with documented disabilities are to notify the instructor at least seven days prior to the point at which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with the reasonable accommodations approved and directed by the Office of Student Affairs. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

**Well-being:**

We are all aware that this course is being held during a global pandemic, which brings with it a set of guidelines that none of us are used to in the classroom environment. Regardless of our personal feelings about the pandemic, one of the most crucial standards of practice that we commit to this semester is to valuing our own and others' well-being. We must all conduct ourselves in a responsible manner, which means following state and local guidelines, especially the health and safety protocols specific to COVID-19. The following guidelines have been issued by Christopher Newport University. Any person who fails to comply with these guidelines will be asked to leave the classroom environment immediately.

**Safety Protocols Specific to COVID-19 and Academic Instruction:**

Offering in-person instruction on campus requires everyone to take individual responsibility for reducing the risk of exposure for all campus community members both inside and outside the classroom. Irresponsible behavior jeopardizes not only your own health, but also that of your fellow students, friends, professors and advisors, and members of our staff. Therefore, you are expected to learn and diligently follow the safety protocols required by the University at all times. The following protocols apply specifically to instructional spaces and academic buildings.

Prior to leaving their residence hall room or home, students should:

- conduct daily health screenings; and

- pack cloth face covering(s), personal cleaning supplies, and related items for campus use.

Students cannot enter instructional spaces or academic buildings if they:

- are experiencing symptoms of any illness, regardless of whether they believe the illness to be COVID-19;
- have been exposed to someone with COVID-19;
- are in isolation while waiting for COVID-19 test results;
- have been directed to quarantine by a University or health department official; or
- have been diagnosed with COVID-19 and have not been approved to return to campus by a healthcare provider.

All students must adhere to the following requirements while inside instructional spaces, common areas and offices:

- attend only the classes and sections in which they are officially enrolled;
- sit in their assigned seats or work at their assigned stations every class period;
- wear a face covering at all times\* (face coverings should cover the nose and mouth, be secured under the chin, and fit snugly against the sides of the face);
- use additional personal protective equipment as required for specific classes;
- maintain physical distancing of at least six feet from other people;
- disinfect their own work areas upon arrival in and prior to departure from the instructional space;
- refrain from sharing personal materials, such as pens, textbooks, etc., with others;
- refrain from bringing food and drinks into the instructional space;
- follow all directional signs; and
- follow directives regarding office hours and advising appointments.

*\*Students who have received an exemption from the face covering requirement for health reasons must present the proof of the exemption provided by the Office of Student Affairs to the instructor upon entering the instructional space.*

Because non-compliance potentially endangers others, faculty members:

- are authorized to instruct anyone in non-compliance with safety protocols to correct the non-compliance or immediately leave the instructional space; and
- may submit referrals to CHECS to report non-compliance with safety protocols.

Faculty should immediately notify the Vice President for Student Affairs, Kevin Hughes ([dosa@cnu.edu](mailto:dosa@cnu.edu) or [kmhughes@cnu.edu](mailto:kmhughes@cnu.edu)), if they become aware of a student who has sought a diagnostic test or who has been exposed. In addition, faculty members may submit referrals through the Captain's Care Program to report absences as a way of identifying students who may have become ill. It would be appropriate to do so when students have not attended class or communicated with the faculty member in any way for a period of one week or longer.

**Success:**

I want you to succeed in this course and at Christopher Newport. I encourage you to contact me during office hours or to schedule an appointment to discuss course content or to answer questions you have. During the Coronavirus pandemic, our conversations may need to be via electronic means. If I become concerned about your course performance, attendance, engagement, or well-being, I will contact you first. I also may submit a referral through our Captains Care Program. The referral will be received by the Center for Academic Success as well as other departments when appropriate (Counseling Services, Office of Student Engagement). If you are an athlete, the Athletic Academic Support Coordinator will be notified. Someone will contact you to help determine what will help you succeed. Please remember that this is a means for me to support you and help foster your success at Christopher Newport.

**Academic Support Services:**

The Center for Academic Success (<https://cnu.edu/academicsuccess/>) offers free tutoring assistance for Christopher Newport students in several academic areas. Center staff offer individual assistance and/or workshops on various study strategies to help you perform your best in your courses. The center also houses the Alice F. Randall Writing Center. Writing consultants can help you at any stage of the writing process, from invention, to development of ideas, to polishing a final draft. The Center is not a proofreading service, but consultants can help you to recognize and find grammar and punctuation errors in your work as well as provide assistance with global tasks. Contact them as early in the writing process as you can!

You may contact the Center for Academic Success to request a tutor, confer with a writing consultant, obtain a schedule of workshops, or make an appointment to talk with a staff member about study skills and strategies. The Center is located in Christopher Newport Hall, first floor, room 123. You may email [academicsuccess@cnu.edu](mailto:academicsuccess@cnu.edu) or call (757) 594-7684.

The Center for Career Planning (<https://cnu.edu/careerplanning/>) also provides a range of resources to help students prepare for career success. Your post-CNU success is important and is dependent upon how you use your time in and out of class. These services include a resume referral service, job search skills, on-campus employment interviews, job search lists and vacancies, and fall graduate school and spring career fairs. You can even schedule individual meetings with CCP staff. Schedule an appointment and find out about CCP events at [cnu.joinhandshake.com](https://cnu.joinhandshake.com). The Center for Career Planning is located in Christopher Newport Hall, third floor, room 305. You may email [ccp@cnu.edu](mailto:ccp@cnu.edu) or call (757) 594-7684.

**Course Materials:**

All content created and assembled by the faculty member and used in this course is to be considered intellectual property owned by the faculty member and Christopher Newport University. It is provided solely for the private use of the students currently enrolled in this course. To ensure the free and open discussion of ideas, students may not make available any of the original course content, including but not limited to lectures, discussions, videos,

handouts, and/or activities, to anyone not currently enrolled in the course without the advance written permission of the instructor. This means that students may not record, download, screenshot, or in any way copy original course material for the purpose of distribution beyond this course. A violation may be considered theft. It is the student's responsibility to protect course material when accessing it outside of the physical classroom space.



Course Schedule:

\*Subject to Change

DATE	IN CLASS	HOMEWORK (due next class)
Week 1 COURSE INTRODUCTION		
W. Jan. 12	Course Overview Syllabus Introductions	Complete WO #1: <a href="#">Engagement Site and Potential Research Questions</a>
Week 2		
W. Jan. 19	Group discussion of Engagement Sites and RQs	Read <a href="#">these sample conference presentations and journal articles</a>  Complete <a href="#">WO #2: Research and Community Engagement</a>
Week 3 RESEARCH AND COMMUNITY ENGAGEMENT		
W. Jan. 26	Discussion of Community Engagement Research	Provide a copy of the <a href="#">Engagement Supervisor Guidelines</a> to your site director; complete the Agreement page for next class; BEGIN WORK!
Week 4		
W. Feb. 2		
Week 5		
W. Feb. 9		
Week 6		

W. Feb. 16	Conference Proposal Overview	Write your conference proposal, bring draft to next class
Week 7		
W. Feb. 23	Peer Review of Conference Proposals	
Week 8 SPRING BREAK		
W. Mar. 2	NO CLASS, SPRING BREAK!	<b>If applying to Paideia, deadline to submit is March 7, 2022</b>

<b>Week 9 CONFERENCE PROPOSALS DUE</b>		
W. Mar. 9	Using research to tell stories Annotated Bibliographies & Locating Scholarly Research	Work on annotated bibliography due March 23
Week 10		
W. Mar. 16	Hands-on activity: Creating Conference Poster  Writing Studio Day: Work on posters	Use template provided to begin working on Paideia conference poster
<b>Week 11 NO CLASS ANNOTATED BIBLIOGRAPHIES DUE</b>		
W. Mar. 23	Optional class (virtual–link at top of syllabus): Work on conference presentations	Polish Paideia presentation

Week 12 CONFERENCE PRESENTATIONS		
W. Mar. 30	<p>Come to class with a draft of poster; peer review will happen in class</p> <p>Share 1) poster and 2) presentation script with partner for peer review</p>	Revise poster based on peer review feedback
Week 13 PEER REVIEW CONFERENCE PRESENTATIONS		
W. Apr. 6	<p>Finalize Paideia presentation</p> <p>Collage</p>	Make revisions to conference presentations in time for Paideia on April 8
Week 14		
W. Apr. 13	Transitioning a conference presentation into a research article for an undergraduate research journal	Submit your research to an undergraduate research journal—receive 5% extra credit (not to exceed 300 points)
Week 15 SHARE CONFERENCE PRESENTATIONS		
W. Apr. 20	Course-wrap up and research presentations	HAGS