

	SPPA100: Introduction to Civic Engagement & Social Change
	Credits: 1 Section(s): 010 & 011
	Semester: Fall Year: 2023
	Meeting Days, Times and Location: Section 010: Wednesdays 1:50- 2:45 PM (ISE 305) Section 011: Fridays 1:50-2:45 PM (Gore 308)

1. Instructor Information

Instructor name	Leann Moore
E-mail address	lmoore@udel.edu
Website	udel.edu/engage
Office hours	By appointment only (please email to set up a time to meet in person, over coffee, or via Zoom)
Instructor information	I will respond to emails within 24 hours: Monday, 9 am - Friday at 5 pm.

About the Instructor:

Leann Moore (she/her)

Leann Moore is the Associate Director of the UD Community Engagement Initiative. I just started in this position in January 2023, but I worked in Residence Life in undergrad and grad school at UD, and I love my Blue Hen family- I'm so happy to be back! My background is in local government contracting and community organizing. Until January, I worked as the Executive Director of The Newark Partnership and previously worked in the Institute of Public Administration at UD. I also served as a Legislative Aide in Delaware's House of Representatives. In real life, I'm an animal lover- I have four rescue dogs (Jynx, Rosy, Shadow, and Macaroni) and serve on the Advisory Board for the Brandywine Valley SPCA. I love reading and average about 60 books yearly (let me know if you want a recommendation!). I also serve as a Court Appointed Special Advocate (CASA) for children in foster care. If you can't tell, I love serving my community and bringing my talents and expertise to the table while learning from everyone else.

2. Course Description

This course will prepare you for the Community Engagement Scholars program, introduce you to civic engagement skills, provide skills for mapping out a four-year academic and co-curricular plan for your time as a UD student, and prepare you for a life of engaged citizenship. The format will primarily be discussion-based, with individual writing and reflection opportunities. Participation points will be awarded to those who positively contribute to the in-class and canvas discussion boards.

Ultimately, this course gives you the tools to make the change you want to see in the world.

3. Learning Outcomes

1. Students will learn active citizenship skills and relate them to their academic interests.
2. Students will gain knowledge and skills that will enable them to design and implement a comprehensive 4-year community engagement program of study.
3. Students will define, explain, and give examples of service, service learning, community and civic engagement.
4. Students will practice active citizenship, utilizing the social change model.
5. Students will interpret their social capital as they relate to their peers and course content.

4. Required Learning Materials

CANVAS: All learning materials will be on the Canvas course site (<http://www1.udel.edu/canvas/>). If you need access to the course site, please contact me.

Information on how to use Canvas is available through the [Canvas Student Guide](#).

5. Course Assessment

The final course grade are calculated using the following categories:

Course Component	Percentage of Total
Digital Introduction	10 points
Journal Reflection (4 in total; 5 points each)	20 points
Policy Brief Memo	20 points
Attendance & Participation (including change theory assignment)	20 points
Civic Identity Autobiographical Project	20 points
Final Reflection	10 points
TOTAL	100 points

Attendance (20 points)

Attendance is taken and counts towards your class participation grade. Students may miss one class per semester with no documentation (i.e., doctor's note). All missed work must be made up within one week of the missed class period and should be obtained from a classmate and by consulting the course syllabus. Three classes of tardiness of 5 minutes or more will result in one absent day from class.

Grading Scale

Students will be assigned the following letter grade based on the calculation below. Final Grades will not be rounded up.

Grade	Interval		Grade	Interval		Grade	Interval
A	92.50		C+	76.50 to 79.49		D+	66.50 to 69.49
A-	89.50 to 92.49		C	72.50 to 76.49		D	62.50 to 66.49
B+	86.50 to 89.49		C-	69.50 to 72.49		D-	59.50 to 62.49
B	82.50 to 86.49					F	Below 59.49
B-	79.50 to 82.49						

6. Course Calendar

Date	Theme/Topic	Assignment:
August 30/ September 1	Course of Study Welcome: Welcome to the Community Engagement Scholars Course of Study! Review the syllabus, take the pre-test (not graded) and CE Scholars requirements, and discuss the most basic form of civic engagement- voting.	For September 6/8: Create a 1-minute digital video describing Who you are, where you're from, and what issue(s) you're interested in. Post on Canvas.
September 6/8	Discussion: Civic Engagement Co-Curricular Opportunity: <ul style="list-style-type: none"> ● Marissa Ristano, Lori's Hands 	For September 13/15: View and respond to at least three digital introductions in Canvas.
September 13/15	Service (v) Service Learning (v) Engagement.	For September 20/22: Journal 2- in 2-3 paragraphs, consider your support systems. For example: Who helped you apply to UD? Who helped you move in? Who would you turn to in a time of need? Who inspires you?
September 20/22	Social and Cultural Capital: Class Discussion on the homework assignment and how it relates to social and cultural capital. What are your networks? What did you do in the summer of during high school?	For September 27/29: Listen to Malcolm Gladwell's podcast: http://revisionisthistory.com/episodes/04-carlos-doesnt-remember . Journal 3- write about reactions in 2-3 paragraphs.
September 27/29	Social and Cultural Capital with High Stakes: Class discussion on the podcast. Hero/Shero Journey: in-class discussion of passion identification. You will use this as your Journal 4 assignment.	
October 4/6 **Leann will be away**	Role of Leadership GUEST SPEAKER: Valerie Lane, Associate Director,	For October 11/13: Each student will be assigned a theory of change, which they will explain to their peers during the October 11/13 class.
October 11/13	Introduction to Change Theory: students will share their research on each of the assigned theories of change. <ul style="list-style-type: none"> ● Community Change ● Women-Centered Model ● Saul Alinsky's Model ● Critical Education Theory ● Service-Learning 	

October 18/20	Skill Building: Group Dynamics & Facilitation	
October 25/27	<p>Building Power: Class discussion of what power is, how to gain power, and how to apply it.</p> <p>Case Study: Gun Violence, with GUEST SPEAKER: Traci Manza Murphy, <i>Executive Director</i>, Delaware Coalition Against Gun Violence</p>	<p>For November 8/10: Each student will consider and express their “civic identity” by relating their experiences (or lack thereof) with civic engagement and power. Students will critically observe their behaviors, beliefs, and attitudes as members of civil society. Your autobiographical project can be completed using– elevator pitch, audio recording, podcast, website, PowerPoint, etc. No matter what method you choose, you are kept to 2 minutes in length for your presentation.</p>
November 1/3	<p>Building Power: Case Study with Native Roots Farm Foundation, Courtney Streett (Co-Founder and President/Executive Director)</p>	
November 8/10	Civic Identity Presentations	<p>For November 15/17: Journal 4 – Finalize your problem statement for your policy brief. Think of a “policy area,” just think of something you are passionate about and journal. Submit via the discussion board on Canvas.</p>
November 15/17	<p>Introduction to Social Change Policy Brief: Looking ahead at the course major assignment, we take your area of interest from Journal 4 and think through:</p> <ul style="list-style-type: none"> • Who is the target audience for change is • What change theory can you apply • What type(s) of power are at play • What your “demands” for change are, and how to propose them 	<p>For November 29/December 1: <u>DRAFT</u> Policy Brief: Policy briefs can take on various forms and purposes, but we will start with an introductory version- a memo for this course. Memos rely on bullet points and summaries to get information across.</p> <p>You should select a public issue that you care about/want to learn more about. The intention of your brief will be to present a concise, objective summary of credible information that can help policymakers understand and likely make decisions about the issue you have chosen.</p> <p>In your brief, you should address the following:</p> <ul style="list-style-type: none"> • Identify the issue you’re interested in. • Identify causes and consequences of the issue: What harmful effects are happening to either cause this or because of it? Make sure to

		<p>cite credible sources to back this up.</p> <ul style="list-style-type: none"> • Identify Policy Alternative: This section discusses the current policy approach and explains proposed options. It should be fair and accurate while convincing the reader why the policy action proposed in the brief is the most desirable. <p>Keep your policy brief to 2 pages in length. Since you are very limited in space, this should be a high-level summary of the issue. Make sure to identify what level of government you are speaking to (local, state, or federal).</p>
November 22/24	Thanksgiving BREAK	
November 29/ December 1	<p>Policy Brief Workshop: In-class time to work on your memo, brainstorm, and troubleshoot.</p> <p>Students will present to each other, and peers will provide critical feedback. Students should revise their briefs based on peer feedback and submit their fixed final projects, which will be graded.</p>	<p>For December 6/8: <u>FINAL</u> Policy Brief due on Canvas</p>
December 6/8	<p>Role of Media & Course Reflection: take post-test (not graded),</p>	<p>For December 15: Course Reflection Papers should be 500-700 words long and posted in assignments on Canvas. Answer the following questions in your final reflection:</p> <ul style="list-style-type: none"> • What was your biggest takeaway from the course? • What does civic engagement mean to you? • How did the course help you identify a definition of civic engagement? • What are your plans for community engagement at UD and beyond?

Assignment Details:

Digital Introduction– Journal 1 (5 POINTS): DUE September 6/8

Record and upload a short video (~2-3 mins) answering these questions (as well as some basic introductory info – name, where you call home, and (intended) major, year, etc.). What was your reason(s) for taking this course, and what do you hope to get from it? What public issues are you particularly interested in? This information will help you get to know each other and also allow me to tailor class examples and topics to issues of more interest to you! Please upload this digital introduction to Canvas under the Discussion section.

Journals (5 POINTS EACH):

- Journal 1- respond to at least three digital introductions **DUE September 13/15**
- Journal 2- in 2-3 paragraphs, consider your support systems. For example: Who helped you apply to UD? Who helped you move in? Who would you turn to in a time of need? Who inspires you? **DUE September 20/22**
- Journal 3- in 2-3 paragraphs, write about your reactions to the Malcolm Gladwell podcast **DUE September 27/29**
- Journal 4- What is an area you are interested in exploring more? Before you think of a “policy area,” just think of something you are passionate about and journal. Submit via the discussion board on Canvas. **DUE November 15/17**

Civic Identity Autobiographical Project (20 POINTS): DUE November 8/10

For this assignment, you will consider and express your “civic identity” by relating your experiences (or lack thereof) with civic engagement. Students will critically observe their behaviors, beliefs, and attitudes as members of civil society. They will present these to other observers with the expectation of being able to describe their civic identity based on these reflections. Your autobiographical project can be completed in various methods—elevator pitch, audio recording, podcast, website, PowerPoint, etc. No matter what method you choose, you are kept to 2 minutes in length for your presentation.

Policy Brief Memo (15 POINTS): DUE December 6/8

DRAFT DUE November 29/December 1

Policy briefs can take on various forms and purposes, but we will start with an introductory version- a memo for this course. Memos rely on bullet points and summaries to get information across. You should select a public issue that you care about/want to learn more about. This could be any number of things. If you need help narrowing down, please speak with me. The intention of your brief will be to present a concise, objective summary of credible information that can help policymakers understand and likely make decisions about the issue you have chosen.

In your brief, you should address the following:

- Identify the issue you’re interested in.
- Identify causes and consequences of the issue: What harmful effects are happening to either cause this or because of it? Make sure to cite credible sources to back this up.
- Identify Policy Alternative: This section discusses the current policy approach and explains proposed options. It should be fair and accurate while convincing the reader why the policy action proposed in the brief is the most desirable.

Your policy brief should be kept to 2 pages in length. Since you are very limited in space, this should be a high-level summary of the issue. Make sure to identify what level of government you are speaking to (local, state, or federal).

Final Reflection (5 POINTS): DUE December 15

Papers should be 500-700 words long and posted in canvas assignments. Please note for this assignment, late submissions will not be accepted.

Answer the following questions in your final reflection:

- What was your biggest takeaway from the course?
- What does civic engagement mean to you?
- How did the course help you identify a definition of civic engagement?
- What are your plans for community engagement at UD and beyond?

6. University Policies

Student Mental Health & Wellbeing:

In addition to impacting your overall well-being, diminished mental health can interfere with optimal academic performance. If this course is causing or contributing to significant mental or emotional stress, please contact me directly. However, problems with other parts of your life can also contribute to decreased academic performance. UD's Center for Counseling & Student Development (CCSD) provides cost-free and confidential mental health services to help you manage personal challenges that threaten your emotional or academic well-being. Remember, getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

- If you are struggling with this class, please check in during office hours or contact me by email at lmoore@udel.edu.
- Check in with your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at UD, or uncertain what academic resources are available at UD.
- UD's Center for Counseling & Student Development and UD Helpline
 - CCSD is open and available remotely, and 24/7 mental health support remains available on the UD Helpline at 302-831-1001 for any student needing someone to talk to. Visit [CCSD's website](#) for additional information and resources.
- UD's Crisis Text Line
 - Text "UDTEXT" or "STEVE" at 741741 to connect with a professional specializing in supporting students of color via a confidential text message.
- Division of Student Life: Explore the [Student Life's Wellbeing webpage](#) for a comprehensive listing of well-being resources, activities, and services available to all students.

Academic Integrity:

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their work and neither give nor receive unauthorized assistance. <http://www1.udel.edu/studentconduct/policyref.html> Office of Student Conduct, 218 Hullahen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu .

Harassment and/or Discrimination

The University of Delaware promotes an academic and work environment free from all forms of discrimination, including harassment. As a community member, your rights, resource, and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei. You can report any concerns to the University's Office of Equity & Inclusion at 305 Hullahen Hall, (302) 831-8063, or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance.

Faculty Statement on Disclosures of Instances of Sexual Misconduct:

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to not only offer resources but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator.

If you, or someone you know, has experienced sexual misconduct that you would like to discuss with a trained individual in a confidential setting, please go to the website of the University's Office of Equity and Inclusion. Here, you will find resources to help you. You are not alone, and this is not your fault. There are members of the University community that you can speak to confidentially, including licensed counselors and clergy members. These individuals can be found at the Center for Counseling & Student Development and certain licensed counselors in Student Wellness & Promotion and within pastoral care. UD provides 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to contact a sexual offense support advocate.

For information on various places you can turn to for help, click here. For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to www.udel.edu/sexualmisconduct.

Inclusion of Diverse Learning Needs: This course is open to all students who meet the academic requirements for participation. Any student who has documented a need for accommodation should contact Disability Support Services and the instructor privately to discuss the specific situation as soon as possible. Disability Support Services can be reached at 302-831-4643 or dssoffice@udel.edu. DSS staff will coordinate accommodations for students. Please note: The University of Delaware is committed to all students learning and welcomes students with disabilities. If you have a documented disability and need an accommodation in this course, please contact the Office of Disability Support Services located at dssoffice@udel.edu or call 302-831- 4643 to coordinate accommodations.

Diversity and Inclusion Statement: The University of Delaware is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based on open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans status, religion, sexual orientation, color, or national origin. Any suggestions for furthering such a positive and open environment in this class will be appreciated and given serious consideration.