C o u r s e S y l l a b u s Spring 2008

PLSC 120-02
Citizenship – Leadership for a Just & Humane World

Instructor:
Audrey Hudgins

Seattle University
Political Science Department

COLLEGE OF
ARTS AND SCIENCES

Class: Mondays and Wednesdays, 3:45 pm - 5:50 pm, PIGT 306
Office Hours: By appointment

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COURSE DESCRIPTION

This Core Freshman Seminar fulfills the Social Science I requirement in Phase II of the Core Curriculum and serves as the academic component to the Leadership Learning Community in Campion Hall. The Core Phase II emphasizes appreciation and understanding of the role of the "person in society." We focus our efforts on an exploration of the nature of citizenship in a democracy, with particular attention paid to the role of leadership and civic engagement in its variety of forms. We apply this understanding to leadership of an EarthCorps environmental restoration project. In this context we study the organizations, policies, and politics of our democratic society.

COURSE OBJECTIVES

1. Understand the nature and dynamics of American government, non-governmental institutions and politics in our democratic society
2. Grasp the tensions inherent in the democratic tradition, specifically, among the values of freedom, order and equality; between competing visions of democracy; and the impact of globalization
3. Appreciate the role of social capital, civic engagement and leadership in our democratic society
4. Expand the leadership skills needed to convert goals into action through the conduct of a service learning experience in civic engagement
5. Communicate effectively in both speech and writing for variety of purposes and to different audiences, both academic and civic, through debate, dialogue, inquiry, presentation and analytic writing requirements
6. Develop a deeper perception and comprehension of your role and responsibilities as a citizen in society and assess your own level of commitment to engaged citizenship and effective leadership for a just world in a personal, civic, and professional context

TEXTS

Janda, Kenneth, et al. Student Achievement Series: The Challenge of Democracy. 9th Edition. Boston: Houghton Mifflin, 2008 (ISBN 13: 978-0-618-91356-5)

Macedo, Stephen, et al. Democracy at Risk: How Political Choices Undermine Citizen Participation, and What We Can Do About It. Washington, DC: Brookings Institution Press, 2005 (ISBN 13: 978-0-8157-5405-3)

Kouzes, James and Barry Posner. The Leadership Challenge. 3rd Edition. San Francisco: Jossey-Bass, 2003 (ISBN 10: 0-7879-8491-4)

Additional readings will be assigned and will be available on ANGEL.

EVALUATION

Grading Criteria

1. Class Participation (attendance & contributions to discussions) 10%
   See Syllabus for attendance and participation requirements

2. Debate (research; critical argument and analysis; persuasive public presentation) 10%
   See Syllabus Addendum for debate information and requirements

3. Reflection Papers 10%
   See Syllabus and Addendum for requirements, guidance and grading rubric
   Due Date for Paper #1: April 14
   Due Date for Paper #2: June 2

4. Civic Engagement Leadership Challenge Class Presentation 10%
   See Syllabus Addendum for requirements and guidance
   Due Date: May 14

5. Civic Engagement Leadership Challenge Portfolio 20%
   See Syllabus Addendum for requirements and guidance
   Due Dates: multiple

6. Civic Engagement Research Paper & After the Fact Outline 20%
   See Syllabus and Addendum for requirements, guidance and grading rubric
   Due Date for draft paper: May 5
   Due Date for final paper: June 4

7. Comprehensive Final Examination 20%
   Date: 4 - 5:50 pm, Thursday, June 12, 2008

Extra Credit Opportunities up to 5% extra credit

- Write a reflection paper on the campus talk given by Representative Sharon Tomiko Santos, 37th district representative and Majority Whip in the Washington State legislature, on Thursday, May 1 in Pigott 103 from 12:15 - 1:15 pm. She will be speaking on the topic "What I Did With My Liberal Arts Education." In order to receive credit, you must ask at least one question drawn from Macedo on civic engagement and write a reflection paper on her response. Please RSVP for this event by April 23 to Lauren St. Pierre at damhsoir@ seattleu.edu.
- Write a reflection paper on the “Civics Week” campus event attended by Washington Secretary of State Sam Reed on Thursday, April 17 in Pigott Auditorium from 5 - 6 pm. In order to receive credit, you must ask at least one question drawn from Macedo on civic engagement and write a reflection paper on his response.

- Attend an event related to politics, civic engagement or leadership offered by Town Hall Seattle (www.townhallseattle.org/calendar.cfm) during the quarter. Write a reflection paper on the experience. In order to receive credit, you must ask at least one question drawn from Janda, Macedo or Kouzes & Posner and write a reflection paper on his/her response.
- Develop your leadership by planning, preparing and implementing a floor program under the supervision of the RAs either on your own or with no more than two of your classmates.
- Make your contribution as an engaged SU citizen by serving on Residence Hall Council, ASSU, or other leadership opportunity.
- Credit for the above two opportunities awarded based on the quality of the activity.

Grading
Final letter grades will be assigned as follows:
A = 90-100 B = 80-89 C = 70-79 D = 60-69 F < 60

All written work is designed to develop your written communication and should therefore demonstrate sound English usage (grammar, spelling, sentence structure, etc.). Your work should be typed, double spaced, stapled and use 12 point Arial font and page numbering. Use parenthetical citations for course texts or other materials. Include bibliographic information for all materials you utilize. The grading rubric is located in the syllabus addendum. If you are submitting your work to the ANGEL Drop Box and you use Office 2007, please "save down" to Office 2003. The Writing Center (296.6239) can provide valuable assistance. I strongly encourage you to utilize this resource and offer extra credit for doing so.

A**ssignments are due at the beginning of class** on the due date unless otherwise specified. I will not accept late assignments without prior permission. When accepted, late assignments (even if same day) receive an automatic letter grade reduction and an additional letter grade reduction for every day thereafter. Late turn-in of a draft will receive an automatic letter grade reduction on the final assignment. No assignments will be accepted after the last class day.

Office Hours are provided for your benefit. I am available to help you with material you've found confusing, discuss issues of a personal nature, and provide advice on your academic future and/or your leadership development.

Regular Attendance and Participation are the heart and soul of a quality educational experience and is a sign of respect of the same for others. I will record attendance and tardiness. Your participation in class discussions, activities and debates will be considered. Regular participation is valued but your participation will be graded on the quality of contributions not on the frequency of input. For each unexcused absence beyond two, you will lose three points off your final grade. Each absence from a leadership and civic engagement activity (listed on the course schedule) counts as two. If you miss class you are responsible for all materials and announcements.

Incompletes will be considered in the case of an unexpected crisis that prevents you from completing the course. You must have completed at least 70% of the course requirements and been a regular participant in the class prior to the advent of the crisis.

Academic Integrity Policy
An integral part of the mission of Seattle University is to prepare you to be responsible individuals of personal and professional integrity. Acts of dishonesty are beneath you and are unacceptable in the community of scholars. Plagiarism is the use of another's words and ideas without proper citation; be familiar with the full discussion of plagiarism and academic honesty in

the Seattle University Student Handbook. Penalties for breaches of academic integrity include no credit for the work in question or no credit for the course and may result in disciplinary action.

Disability Policy
If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, 296.5740. Disability-based adjustments to course expectations can be arranged only through this process.

Emergency Assembly Policy
If there is an emergency during class (earthquake, hurricane, flood, etc.) which requires immediate evacuation of the classroom, the primary assembly location is the Bellarmine turnaround and the secondary assembly location is the Chapel of St. Ignatius parking lot. The emergency phone number for Public Safety is 296.5911.

CLASS SCHEDULE

Part I - Politics, Citizenship, Leadership, Civic Engagement: What does it all mean and why should we care?	
Class 1: 3/31	Leadership & Credibility; Course Overview **Reading:** Kouzes, Chapters 1 & 2; Syllabus **In Class:** Sign up for Citizenship Day debates
Class 2: 4/2	Dilemmas of Democracy & Citizenship **Reading:** Janda, Chapter 1; Macedo, Chapter 1 **In Class:** Presentation by Center for Service & Community Engagement
Class 3: 4/7	Public Opinion, Political Socialization and the Media **Reading:** Janda, Chapter 4; Putman, "*Thinking About Social Change in America*" (available on ANGEL)
Class 4: 4/9	Model the Way **Citizenship Day:** Debate #1 and current events discussion **Reading:** Kouzes, Chapters 3 & 4; TBD Debate reading (available on ANGEL) **In Class:** Team assignments, Portfolio in-progress review; Team/class meetings **April 9 is the last day to withdraw**
4/12 (Saturday)	Civic Engagement in Action: EarthCorps environmental restoration volunteer event @ Cheasty Greenspace
Class 5: 4/14	Reflection on Civic Engagement event **Due:** Reflection paper #1 (in class) **In Class:** Portfolio in-progress review; Team/class meetings
Class 6: 4/16	**No class:** Drop for events @ Cheasty Greenspace
Class 7: 4/21	Participation and Voting **Reading:** Janda, Chapter 5; Macedo, Chapter 2
Part II - Our American Democracy and the Challenges of Leadership: The science of its inner workings and the art of getting things done	
Class 8: 4/23	The Process and Politics of Environmental Restoration **Reading:** Williams, *The Invaders* from The Street-Smart Naturalist; Klingle, *Out of Harmony with the Wild Beauty of the Natural Woods: Artistry Versus Utility in Seattle's Olmstead Parks* from Emerald City (both available on ANGEL) **In Class:** Presentation and Interview with Joanna Nelson, Cascade Land Conservancy, and Mark Mead, Seattle Parks & Recreation **In Class:** Portfolio in-progress review; Team/class meetings
Class 9: 4/28	Political Parties, Campaigns and Elections **Reading:** Janda, Chapter 6; Macedo, Chapter 3 **In Class:** Writing Center approach session
Class 10: 4/30	Inspire a Shared Vision **Reading:** Kouzes, Chapters 5 & 6 **In Class:** Portfolio in-progress review; Team/class meetings
Class 11: 5/5	Site Survey Field Trip to Cheasty Greenspace with EarthCorps **Due:** Draft Civic Engagement Research Paper & After the Fact Outline (ANGEL Drop Box)
Class 12: 5/7	Challenge the Process **Citizenship Day:** Debate #2 and current events discussion **Reading:** Kouzes, Chapters 7 & 8; TBD Debate reading (available on ANGEL) **In Class:** Portfolio in-progress review; Team/class meetings
Class 13: 5/12	Interest Groups, Associations, Philanthropy and the Non-Profit Sector **Reading:** Janda, Chapter 7; Macedo, Chapter 4 **In Class:** Presentation rehearsal

Part III - Tying It All Together: Making a difference in the world, one [fill in blank] at a time	
Class 14: 5/14	Class presentation: Civic Engagement Leadership Challenge @ Cheasty Greenspace **Reading:** None **In Class:** Interview with Friends of Cheasty **Due:** Portfolio and Event resource request to EarthCorps and instructor
Class 15: 5/19	Enable Others to Act **Citizenship Day:** Debate #3 and current events discussion **Reading:** Kouzes, Chapters 9 & 10; TBD Debate reading (available on ANGEL) **In Class:** Presentation review; Portfolio in-progress review, Team/class meetings
Class 16: 5/21	Encourage the Heart **Citizenship Day:** Debate #4 and current events discussion **Reading:** Kouzes, Chapters 11 & 12; TBD Debate reading (available on ANGEL)
5/26	**No Class: Memorial Day**
Class 17: 5/28	Prep Day site visit to Cheasty Greenspace with EarthCorps **Reading:** None
5/31 (Saturday)	Civic Engagement Leadership Challenge @ Cheasty Greenspace
Class 18: 6/2	Reflection on Civic Engagement Leadership Challenge @ Cheasty Greenspace **Reading:** None **Due:** Reflection paper #2 (in class)
Class 19: 6/4	**No class:** Drop for events @ Cheasty Greenspace **Due:** Civic Engagement Research Paper & After the Fact Outline (ANGEL Drop Box)
Class 20: 6/9	Review and Integration **Reading:** Macedo, Chapter 5; Kouzes: Chapter 13; Review Janda, Chapter 1 **Due:** Post-event Portfolios (in class)
6/12	**Comprehensive Final Exam (4 - 5:50 pm)**

PLSC 120-02 Syllabus Addendum
Citizenship Day Debates

1. The PLSC 120-02 Citizenship Day Debates are designed to develop skills related to research, critical argument and analysis, persuasive public presentation and knowledge about current issues of interest to engaged citizens. On the first day of class, students will sign up for their preferred presentation dates over the course of the quarter. Students are assigned one of the following roles during debates:

    a. **Debaters** are responsible for preparing and presenting their assigned side of the debate. The **proposition** team must affirm the resolution by presenting and defending a sufficient case for that resolution. The **opposition** team must oppose the resolution and/or the proposition team's case. Debaters will strive to share the floor equally among their team members and the rounds.
    b. **Judges** are responsible for organizing and moderating the debate as outlined below. The panel of two judges will be empowered to manage the progress of the debate and interpret the rules in the event of a challenge. Judges do not vote but do break a tie in voting, if needed. Judges may ask a question or make a statement during the floor round. Judges will provide ballots and will turn in the **ballots** to the instructor at the conclusion of each debate. No one may serve a second time as a judge until all other students have performed the duty.
    c. The **Timekeeper** is responsible for notifying the debaters, judges and floor of the time remaining in each round of the debate. Timekeepers do not vote but may ask a question or make a statement during the floor round. No one may serve a second time as a timekeeper until all other students have performed the duty.
    d. **Feedback contributors** are responsible for providing constructive comments on the form, communication style and public speaking performance of their assigned debaters. Feedback contributors do not vote but may ask a question or make a statement during the floor round. Feedback contributors will turn in their **written feedback** to the instructor at the conclusion of each debate. No one may serve a second time as a feedback contributor until all other students have performed the duty.
    e. **Floor members** are all other students in the class and are responsible for participating in the floor round by asking a **question** of the proposition or opposition or making a **floor speech**, which is a brief address (limited to one minute) offered in support of the proposition, the opposition, or some third position (a "cross-bench" speech). Good floor speeches are limited to a single important point. The floor speaker may address some point that has already been raised in the debate, or introduce a new point that has not been raised in the constructive speeches. Floor members will turn in the questions or speech topic to the instructor at the conclusion of each debate. Floor members are also responsible for bringing to class a **current news item** related to the debate topic or to the previous course material to enrich the post-debate class discussion. These items will also be turned in at the conclusion of the class.

2. Debates will follow a modified set of rules derived from the National Parliamentary Debate Association (NPDA) Rules of Debating and Judging so that everyone will enter the debates with a shared set of expectations about the framework while allowing many degrees of freedom in regard to debaters' creativity:

    a. <u>Resolutions</u>.
        - The debate topics will be derived from the course materials and will be announced by the instructor at the end of the class prior to the Citizenship Day debate.

- The resolutions will be general enough that a well-educated college student can debate them. They may be phrased in literal or metaphorical language.
- Each resolution will be accompanied by reading(s) for the class and suggested reference materials for the teams.

b. Before the debate.
- Debaters may review any and all information that would help them prepare for a debate. They may review books or journals from the library, articles in newspapers and magazines, websites and other information on the internet, and class notes.
- Judges will ensure the room is properly configured for a debate, with tables arranged on either side of the podium and separate tables for judges, timekeeper, and feedback contributors.
- Judges will provide copies of the ballot for floor members to mark their scoring.
- The proposition team, if they wish, may use the classroom (if available) for their preparation until the start of class.

c. During the debate.
- Debaters **may only review or use** notes that they wrote during the preparation time period. The use of pre-prepared materials is a serious violation of the rules and their use may mean a forfeit and loss of a debate. In particular, students may not read prepared speeches in a debate.
- Debaters may take notes during the debate for reference in later rounds and in the closing statement.
- **Rounds**. Speakers make their presentations in the following order. The time that is listed is the maximum amount for each speech.

Round	Length & Explanation
1st Speaker, Proposition Team	The first four rounds (**4 minutes each**) are called **constructive speeches**. In these rounds, each team will construct, or build, its arguments. New arguments may be introduced in any of these speeches.
1st Speaker, Opposition Team	
2nd Speaker, Proposition Team	
2nd Speaker, Opposition Team	
Floor Speeches & Questions for both teams	The floor speeches and questions round (**10 minutes**) provide an opportunity for floor members and debate teams to make statements (limited to one minute) or ask questions of the teams. Judges will begin by asking for a floor speech or question in favor of the proposition, then ask for one in favor of the opposition, and continue to alternate.
Rebuttal Speaker, Opposition Team	The final two rounds (**3 minutes each**) are called **rebuttal speeches**. These are the final summary speeches of the debate for each side. In which the debaters try to make the best case for its side and try to eliminate the major points of the other team. The rebuttalists can take points raised in the floor speeches into account, respond to them when necessary and use them when possible. NO NEW ARGUMENTS ARE PERMITTED IN THE REBUTTAL SPEECHES.
Rebuttal Speaker, Proposition Team	

- **Floor Questions**. Well prepared debaters will determine what questions may be asked of their team and have answers ready for response. Debaters will not plant questions with floor members, nor will floor members collaborate with debaters.
- **Points of Information (POI)**. **A Point of Information is a request by a member of one team to the person speaking to give some of their time to the other team to make a comment or ask a question about their speech.** POIs may be a statement or a question and can only be attempted —either verbally or by rising— during the middle two minutes of each constructive speech. POIs may be accepted or rejected

by the speaker. If a point is accepted by the speaker, the opposing team's point may not last longer than 15 seconds. The speaker accepts only a single point at a time. The person making a POI may not interrupt the speaker's answer to the point, make a two-part question, ask a follow-up question, or make any other comment unless the speaker agrees to it by accepting another POI. If the speaker does not recognize you, you must sit down.

- **Heckling**. **A heckle is an interruption of a speaker during their presentation.** Responsible heckling is not only permitted, but also encouraged. Students heckle to applaud teammates and opponents before and after their speeches. This is done by pounding on a desk or tabletop with an open palm, slapping one's hand 3-4 times. This is just like regular applause, except the debaters use a desk or table as the "second hand." This is a sign of respect for your teammates and opponents. This is a way of showing support for all those people who are willing to participate in a difficult, challenging competition. Debaters may also cheer the good arguments of their teammates and show their displeasure with some of the opinions of their opponents. During a partner's speech, it is appropriate to slap the table in support of a particularly clever or winning argument. The members of the team supporting the speaker may also add a shout of "Hear! Hear!" to the pounding. During an opponent's speech, it is appropriate to say, "Shame!" if you strongly disagree with the opinion of the speaker. Debaters should not pound on the table when they say, "Shame!" Remember–pounding on the table is applause. Debaters would not cheer and boo a speaker at the same time.
- **Points of Information and heckling** should be used strategically to show that your opponent cannot defend an argument or has made an error during a speech. Heckling can show support for particularly good arguments made by your teammates. These techniques should be used carefully, however, and may never be used to distract a speaker or continually interrupt a presentation. Debaters should not get carried away with using POIs and heckling. Balloters may deduct individual speaker points for rude behavior during an opposing team's speeches. Balloters may also reward individual speakers and teams for the effective use of Points of Information and heckling.
- **Points of Order**. If at any time during the debate, a debater believes that his or her opponent has violated one of these Rules of Debating and Judging, he or she may address the panel of judges with a point of order. Once recognized by the panel of judges, the debater must state, but may not argue for, the point of order. At the discretion of the panel of judges, the accused may briefly respond to the point of order. The panel of judges will then rule immediately on the point of order in one of three ways: point well taken, point not well taken, or point taken under consideration. The time used to state and address a point of order will not be deducted from the speaking time of the debater with the floor. A point of order is a serious charge and should not be raised for minor violations.
- **Points of Personal Privilege**. At any time during the debate, a debater may rise to a point of personal privilege when he or she believes that an opponent has personally insulted one of the debaters, has made an offensive or tasteless comment, or has grievously misconstrued another's words or arguments. The panel of judges will then rule on whether or not the comments were acceptable. The time used to state and address a point of personal privilege will not be deducted from the speaking time of the debater with the floor. Like a point of order, a point of personal privilege is a serious charge and should not be raised for minor transgressions. Debaters may be penalized for raising spurious points of personal privilege.

d. <u>After the debate</u>.

- After the final rebuttal statement, the ballots will be completed by the floor members. Balloters are expected to carefully and fairly decide the winning side of the debate; that is, the team that argued successfully on the topic. If the proposition team has supported and successfully defended the resolution, they should be declared the winner; otherwise the opposition should be declared the winner. There are no ties in debates.
- **Balloters** will evaluate the debate using the following rubric:

	5	**3**	**1**
Content	Thorough	Solid	Lacking
Analysis	Thorough	Solid	Lacking
Organization	Great	Good	Poor
Persuasiveness	Great	Good	Poor
Presentation style	Riveting	Good	Dull
Respect for other team	Great	Good	Poor
Member participation	Equal	Slightly unequal	Very unequal

- **Judges** will collect the ballots from the floor members, tally the ballots, break a tie (if required), and announce the winning team. The judges will explain the reasons that a particular side won the debate. Judges will turn in the ballots to the instructor following the debate.
- **Feedback contributors** will provide constructive criticism to debate participants on the form of the debate while judges tally the ballots. Comments should focus on presentation style, public speaking skill, eye contact, mannerisms, teamwork and related aspects. Feedback contributors will turn in their written comments to the instructor following the debate.
- **Debaters** will refrain from arguing with feedback contributor comments, balloting, and judges' decisions or comments.
- The session will end with a **class discussion** which addresses the resolution and the related current news items brought by floor members. **Floor members** will turn in their debate question or speech topic and their current news item at the conclusion of the class.

PLSC 120-02 Syllabus Addendum
The Civic Engagement Leadership Challenge
Project Guidance – Cheasty Greenspace

Task. Lead the EarthCorps environmental restoration volunteer event in Cheasty Greenspace on Saturday, May 31. Note: This event is open to the public.

Purpose. See and experience civic engagement and environmental restoration in action. Develop attributes, skills and actions for effective leadership as an engaged citizen.

End State. A greater understanding of and experience with engaged citizenship, effective leadership, and the broad organizational and policy dynamic of civic engagement.

Timeline.
- Saturday, April 12: Civic Engagement event at Cheasty Greenspace (an introduction to EarthCorps volunteer event expectations to see "what right looks like")
- Monday, April 14: Event reflection with EarthCorps in class
- Monday, May 5: Site Survey Field Trip with EarthCorps
- Monday, May 12: Class Presentation rehearsal
- Wednesday, May 14: Class presentation, Portfolios and Event resource request due
- Wednesday, May 28: Prep Day site visit
- Saturday, May 31: Civic Engagement Leadership Challenge @ Cheasty Greenspace
- Monday, June 2: Event Reflection with EarthCorps in class; Post-event Portfolios due

Team & Event organizing guidance.
- The class will be divided into Station Leadership Teams (SLT)
- Internal team organization and process are at the discretion of the team members
- Each team will be responsible for the planning and management of one site on the day of the event
- Each team will be responsible for an aspect of the entire event and is responsible to the class for the success of their team and event responsibilities
- Like the event itself, the class presentation will be a collective class effort

EarthCorps coordination guidance.
- One team representative will be designated to interact with Lizzie White, EarthCorps Project Manager and PLSC 120 liaison (206.255.4160)
- Coordination contact via telephone may occur from 2 pm to 5 pm on Thursdays only
- Coordination contact via face-to-face meeting (other than those on the timeline provided above) may occur if Lizzie's and my schedules permit

Station Leadership Team Portfolio organizing guidance. The portfolio is a "living document" and must include the following information, but its organization and presentation are at the discretion of the team members:

1. Background
   - About this Political Science class
   - About EarthCorps – history, mission, vision, current work, etc.
   - About Cheasty Greenspace – history, "invasive" and "non-invasive" plant life, site photos, etc.
   - Site orientation sketch – entrances/exits, boundary markings, work areas, "invasives hotspots," safety hazards, restroom, first aid, water, etc.

2. Vision Statement
   - What is our purpose?
   - What do we value?
   - What do we hope to achieve?
3. Implementation
   - Event plans (Include in portfolio only those items for which your team is responsible):
     - Outreach – Recruiting (campus and community) and Hospitality
     - Operations – Synchronization matrix (a table of tasks, constituents and resources on a timeline for the day), Registration and Parking
     - Support – Resources (tools, equipment, transportation, signage, communication, first aid) and Safety (risks, assessment & mitigation strategy, tool operating instructions)
   - Station Leadership Team plan:
     - Team member roles & responsibilities
     - Volunteer & site management plan:
       - Introductory icebreaker & educational talking points (background & vision, tool use & safety)
       - Where will volunteers start working?
       - How will we interact with volunteers during the day?
       - What are the pre-lunch goals?
       - What are the post-lunch goals?
       - Concluding educational talking points (site achievements, reflection, thanks, invitation to return)
       - Clean-up strategy
4. Post-event report (narrative – minimum of one paragraph each)
   - Environmental Impact – be specific (square feet of invasives removed, trees planted, square feet of woodchips applied, etc.)
   - Team lessons learned about leadership and team dynamics
   - Team lessons learned about civic engagement
   - Photos –
     - Before, during and after at site
     - Station Leadership Team at event
     - Volunteers at work
     - Other(s) as appropriate

Class Presentation organizing guidance. On Wednesday, May 14, the class will present its plan for the Civic Engagement Leadership Challenge at Cheasty Greenspace to EarthCorps and other invited guests. The presentation design and implementation will be at the discretion of the class, but must cover the following items:

- Background
- Vision Statement
- Event implementation plans
- Station Leadership Team implementation plans

The presentation must meet the following requirements:

- Utilize multimedia devices
- Involve (ideally) all class members in speaking roles; > 50% must participate, at a minimum
- Have two copies of each Portfolio and two copies of the Event Resource Request for distribution at the start of the presentation to EarthCorps and the instructor
- Have 10 copies of critical presentation documents for invited guests

PLSC 120-02 Syllabus Addendum
Papers

1. The papers are an individual effort and are due at the beginning of class on the due dates.

2. **Reflection Paper #1** is based on your experience at the civic engagement event at Cheasty Greenspace on Saturday, April 12. The paper should be no less than two (2) pages and answer the following questions:

- Describe what you learned and thought about the civic engagement event in two sentences.
- Based on your experience at this event, what key themes in Janda and Macedo thus far seem relevant to the quarter-long service learning project you've just begun? Does a community need exist for the service you performed at the civic engagement event? Why or why not?
- Assess the effectiveness of the leadership provided by EarthCorps at the event in the following leadership dimensions: Interpersonal, Communicating, Motivating and Building (Use the Red Card and the Performance Indicators handouts for definitions of these dimensions).
- If you were leading the event, identify two things you would do differently and explain why.

3. **Reflection Paper #2** is based on your experience planning and implementing the Leadership Challenge at Cheasty Greenspace on Saturday, May 31. The paper should be no less than three (3) pages and answer the following questions:

- Describe what you learned and thought about planning and implementing the event in two sentences.
- Based on your experience at this event, what key themes in Janda and Macedo thus far are relevant to the quarter-long service learning project you've completed?
- Select a critical incident – a specific event or situation that created a dilemma for you – in connection with the course experience.
  - Description. Describe your role in the incident or dilemma. What did you do? How did you react? How did others react?
  - Analysis. Analyze the incident. How well or poorly did you understand the situation? Was your reaction – or the reaction of others – well informed or based on misinformation? What would you do differently next time?
  - Reflection. What impact did the incident have on you? Why do you view it as critical? How does the course material relate to this issue, help you analyze the choices, and suggest a course of action that might be desirable? How has your perspective on yourself or others been changed and/or reinforced? Where do you go from here?
- Select a person you admired during the course experience. Explain what you found admirable about that person.
- What one thing will you take away as a leader for future leadership challenges?
- What one thing would you change about this experience?

4. **Civic Engagement Research Paper** is based on the essay prompt below and will be no less than five (5) pages. See the syllabus for citation and style guidance and the last page of the syllabus addendum for the grading rubric. Attach an After the Fact Outline as the last page to both the draft and the final paper; the format for the outline will be distributed in class. The instructor-annotated draft must be turned in with the final paper.

The Beacon Hill News, the local community newspaper, has decided to devote a special issue to civic engagement and the Cheasty Greenspace environmental restoration effort. The

paper's readership is intelligent but largely uniformed about Cheasty's history and civic engagement. The theme for the special issue is a quote by Alexis de Tocqueville, a 19th Century political thinker and historian; "The health of a democratic society may be measured by the quality of functions performed by private citizens." Your assignment for this essay is to argue whether or not you agree that the Cheasty Greenpeace environmental restoration effort contributes to the health of our democratic society. If you agree with this assertion write an argument to explain how Cheasty Greenspace environmental restoration effort contributes to the health of our democratic society. If you do not agree with this assertion, write an argument supporting your claim.

For evidence to support your claim, you may quote from course materials, outside sources, class discussions, interviews or draw on information from your experience at Cheasty. I will evaluate your essay based on your integration of the course material, class discussions and interviews, service learning experiences in and out of class and your use of outside material.

PLSC 120-02 Syllabus Addendum

Grading Rubric for Civic Engagement Research and Reflection Paper

(Adapted from Dr. Marc McLeod's Scoring Rubric)

Introduction and Thesis Statement

20 16	12 8	4 0
Explains problem to be addressed; provides necessary background; ends with contestable thesis statement; thesis answers question	Problem statement missing; problem poorly focused; thesis unclear, not contestable, and/or does not fully answer question	Paper begins without context or background; paper lacks thesis statement; reader confused about what writer is attempting to do

Quality of Ideas and Argument

30 24	18 12	6 0
Strong insights; remains focused on question; effectively links course materials to question; good reasoning	Some good insights; loses focus on question or gaps in argument; connections between question and course materials vague unsupported generalizations	Fails to adequately answer question; contains no clear argument; descriptive rather than analytical; tends to summarize course materials

Use of Evidence

20 16	12 8	4 0
Excellent use of different course and non-course materials to support argument; effectively provides relevant examples, evidence and appropriate quotes	Uneven use of evidence and examples; evidence not always directly relevant; over-reliance on a single source; significance of quotes not readily apparent	Lack of evidence and examples; evidence, if provided, not related to overall argument; limited reference to course materials

Organization and Clarity

20 16	12 8	4 0
Clear, well organized paper; paragraphs begin with topic sentences related to thesis; topic sentences fully developed in each paragraph; paper flows logically, reader doesn't get lost	Generally sound organization; some topic sentences strong, others weak; some paragraphs not fully developed; reader occasionally confused by awkward organization, unclear sentences, fuzzy ideas	Poor organization, lacks clarity; paper not organized around coherent paragraphs; paragraphs lack topic sentences; process is hard to follow and understand

Editing and Manuscript Form

10 8	6 4	2 0
Flawless paper, or an occasional minor error; looks like a professional political science paper; notes follow assigned format; contains an academic title	Distractions due to spelling, punctuation, grammar errors; writer seems a bit careless; varies from assigned style and format in a few ways; contains non-academic title	Paper seriously marred by mistakes in grammar, spelling and punctuation; lack of editing; paper does not follow assigned style and format; paper lacks a title

You may receive extra credit for using Writing Center (up to 5 points) if you include a description of what happened at the session, how you revised your draft after the session, and with whom you worked. This narrative should be no more than one page and attached to the final paper as the last page.