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Educational Opportunity and It's Role in College

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Fall 2023

Educational Opportunity and It's Role in College

Noah Isaacson

LDR 3215-0003 **Capstone-LEAD Scholars** **2 credit hours** Interdisciplinary Studies University of Central Florida **COURSE SYLLABUS**			
Instructor:	**Shemeca Smith**	Term:	**Fall 2023**
Office:	**Student Union 154** **(Volunteerism & Community Engagement)**	Class Meeting Days:	**Tuesday**
Phone:	**(407) 823-0243**	Class Meeting Hours:	**12:30 p.m.-2:20p.m.**
E-Mail:	**Shemeca.Smith@ucf.edu**	Class Location:	**FC 168E**
Office Hours:	**By appointment only: https://calendly.com/meca-smith/office-hours**		

I.   Statement of Understanding

Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

II.   University Course Catalog Description

Leadership Through Service: An Advanced Leadership Experience: PR: LDR 2001 and LDR 2002. Theories, processes, and leadership role in social change will be explored, contemporary leadership theories and practices related to citizenship and civic engagement will be studied, and leadership will be practiced in various settings.

III.   COVID-19 Precautions

University-Wide Mask Policy
Masks are not required at UCF. For updates to the UCF Covid policy and other returning to campus guidelines, please visit the website:
https://www.ucf.edu/coronavirus/document/return-to-campus-guidelines/
COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.
Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or through your email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

IV. Statement of Self-Care

The course schedule is included in the syllabus to help you plan for the material we will be covering and the various due dates. You should be prepared for in-depth conversation about potentially complex subject matter. It is extremely important to us that you be familiar with your workload and boundaries while completing this course. Should you find yourself overwhelmed by the timeline, material, or subject matter, please let us know! UCF has a number of on-campus resources that stand ready to assist you, many of which offer some sort of virtual assistance. We STRONGLY encourage you to contact them when needed. We will happily connect you with any resource that you would like - just ask!

Counseling and Psychological Services	(407) 823-2811	councntr@ucf.edu
UCF Cares	(407) 823-5607	ucfcares@ucf.edu
Victim Services	(407) 823-2425	askanadvocate@ucf.edu
Wellness and Health Promotional Services	(407) 823-5841	wellness@ucf.edu
Student Health Services	(407) 823-2701	https://studenthealth.ucf.edu/

V. Course Prerequisites

PR: LDR 2001 and LDR 2002; Must be a current 2nd year LEAD Scholar.

VI. Course Overview

Civic Engagement vs. Community Engagement. Which concept do we (as a society) prefer/ response to most?

This course is purposed to spark inquiry around the question: what is the future of civic and/or community engagement?-Students will strengthen their leadership skills through analytical reflection of actions and attitudes regarding their service learning experience(s) thus far at UCF. Student will-undertake research on complex social issue tied to their service learning, exercise their analytical perspectives, and sharpen their critical awareness of current public participation on a national and local landscape.

The first half of the semester will engage students in meaningful reflection on their service-learning experience(s) and prepare them with tools to make intentional efforts of improving the reciprocal nature their service-learning experience.

In the second half of the semester, students-will consider the role of storytelling; the saliency of facts, values, and rhetorical strategies; as well as, their agency as active community members through the creation of a social change project where they will produce a well-informed presentation of their service-learning experience over the semester.

VII. Course Objectives

By the end of this course through independent research, self-reflection, group discussions, projects, and graded assessments, students will be able to:

1. Express increased understanding of complexity of local, national, and even global issues
2. Express increased understanding of intellectual humility
3. Demonstrate increased critical thinking skills – use of relevant and reliable evidence, evaluate arguments, synthesis information, consider tradeoffs
4. Demonstrate increased ethical and social responsibility – commitment to taking action on public issues
5. Used relevant and reliable evidence to solidify and clarify their own beliefs and purpose
6. Incorporate aspects of civil discourse and deliberation into their leadership philosophies

VIII. Required Texts and Materials

Student will be provided reading material via Webcourses and utilize university research databases to course context.

Since this course requires writing a research paper, students are expected to know how to use the library's resources. If they are not familiar with using the library, it is recommended they ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (http://library.ucf.edu/).

IX. Basis for Final Grade

Grades of A-F will be assigned during each semester in LEAD Scholars Program courses. Grades will be based upon such activities as tests, papers, class participation, attendance, and assignments. Each faculty member is responsible for determining the respective percentages of course grade weighted for each activity. Therefore, while you may find assignments similar across sections of this course, individual faculty members determine their grading policies for their courses.

Assignments	Points		Points
Attendance & Class Contribution	25	Academic Activity Assignment	25
Reflection Journals (50 pts each)	200	Service Hours Verification	50
Mini College Bowl (50 pts each)	150	Social Change Project	200
Article Reviews	50	Portfolio Presentation	100
Literature Review Paper	200		
		TOTAL	1000

1000-900 A   **899-800 B**   **799-700 C**   **699-600 D**   **599-0 F**

X. Course Policies: Grades

Per instructor policy i.e.

Class Policies and Expectations:

1. All papers must be typed. 12-point Times New Roman font, with 1-inch margins on all four sides of paper. Additional guidelines will be given in class.
2. There will be graded assignments. If you miss class, it is best to contact a class member to see if an assignment has been given. You are responsible for obtaining and knowing the assignments given in class and turning them in on time. All assignments must be turned in by the due date. Late assignments will not be accepted, unless the student can provide documentation.
3. If a submitted assignment does not meet requirements, it will be graded accordingly. If you have any questions regarding an assignment, contact me via phone or e-mail ASAP.
4. Grades are non-negotiable.
5. Class assignments and topics are subject to change as needed. Students will be given adequate notice of altered due dates.
6. Cell phone should be turned to silent during class time.
7. Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.
8. Group Work Policy: Everyone must take part in a group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.
9. Students must notify their instructor no later than the tenth business day of the term if they intend to miss class for a religious observance. Any and all student(s) will be held responsible for any material covered during the excused absence but will be permitted a reasonable amount of time to complete any work missed. For more information, see the UCF policy at:
   http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

XI. Course Policies: Technology and Media

This course will use UCF Webcourses, students should check this platform on a regular basis as class announcements will be posted by the instructor. Additionally, this platform will be used for discussion posts, to submit assignments and can be used to communicate with the instructor and peers. If you do not have access to the class Webcourses notify the instructor immediately.

XII. Course Policies: Student Expectations

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and

course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity Policy: Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>
Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
1. In case of an emergency, dial 911 for assistance.
2. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/index>.
3. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
4. If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
5. To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucf> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
6. Students with special needs related to emergency situations should speak with their instructors outside of class.
7. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).
8.

Deployed Active-Duty Military Students
Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Attendance and Participation: Class contributions are based on your active, quality participation in the class. Students will be evaluated on their contribution to class discussions. Each student is expected to attend class on time and stay for the full class. Lateness or early departure from class severely decreases your participation grade. Attendance is not equal to class participation. In order to receive a good grade for class participation, you must actively and regularly contribute to class discussions and activities. Attendance at all classes is required. Only documented medical and family emergencies are not considered in evaluating attendance.

Professionalism Policy: Per university policy and classroom etiquette; phones must be silenced during all classroom and lab lectures and the use of laptops should be kept to a minimum and only be used when necessary for class. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Service-Learning Statement: This course is a UCF sanctioned service-learning class. Students will spend a minimum of 15 hours over the course of the semester on a service-learning activity. This activity will address a social justice issue in our community, support our course objectives, involve a connection between the campus and the world around it, and challenge students to be civically engaged. LEAD Scholars are expected to be contributors to society rather than collectors. The service component of the LEAD Scholars Academy allows students to initiate

change in the community. LEAD Scholars plan and execute service projects related to their own interests. For 2018 and future semesters LEAD will only recognize active service directly benefitting a nonprofit agency, not passive hours.

LEAD Scholars are required to submit a service reflection form to the LEAD Scholars office for verification of service through the online portal. The form will have the following information and will be available through the LEAD Scholars Academy office or website:

- Description of service provided
- Description of why the service was needed
- Information regarding what was learned from the service provided and general comments
- Signature from an agency representative
- Statement from the agency where service was provided regarding LEAD Scholars involvement.

XIII. Important Dates to Remember

The University academic calendar can be found at https://calendar.ucf.edu/2023/spring. Course dates and assignments are tentative and can be changed at the discretion of the professor.

Last Day to Add/Drop Classes: Drop Friday, August 25, 2023 (11:59PM)
Withdrawal Deadline: Friday, October 27, 2023 (11:59PM)
Grade Forgiveness Deadline: Saturday, December 2, 2023
Final Examination: Monday, December 4, 2023 – Saturday December 9, 2023

XIV. Schedule

Week and Date	Class Content	Assignments
Week 1- 8/22	-Course Introduction/Review Syllabus Course Expectations CASQ Questionnaire & Intellectual Humility	Academic Activity – Intro Post due 8/25
Week 2- 8/29	-Topic 1: Pre-Engagement Work Hidden Tribe Quiz	Readings: (See Week 2 Module) Webcourses: Reflection 1 Due
Week 3- 9/5	-Topic 2: Pre-Engagement Work Cont.	Readings: (See Week 3 Module) Webcourses: Solidify Issues for Social Change Project
Week 4- 9/12	-Topic 3: The Role of the Citizen	Readings: (See Week 4 Module) Webcourses Article Review Sources Dues
Week 5- 9/19	**Mini College Bowl (Recorded on Zoom)** Pre-Engagement and CP Assessment Conversation	Readings: (See Week 5 Module) Webcourses: Article Reviews Due + Upload Zoom Recording
Week 6- 9/26	-Topic 4: Active Engagement (ABCE)	Readings: (See Week 6 Module)
Week 7- 10/3	-Topic 5: Active Engagement (CE Values)	
Week 8- 10/10	-Topic 6: Active Engagement (Understanding Stakeholders) (Stakeholder Matrix)	Readings: (See Week 8 Module) Webcourses: Reflection 2 Due
Week 9- 10/17	**Mini College Bowl (Recorded on Zoom)** Pathways Framework	Readings: (See Week 9 Module) Webcourses: Reflection 3 Due + Upload Zoom Rec.

Week 10- 10/24	-Topic 7: Leadership in CE (Logic Models + Stakeholder Matrix + Asset Mapping)	
Week 11- 10/31	-Topic 8: Leadership in CE (Logic Models + Stakeholder Matrix + Asset Mapping) Cont <u>HIP Showcase Submission Deadline 11/3</u>	Readings: (See Week 11 Module) Webcourses: Journal Article/ Literature Paper Due
Week 12- 11/7	-Logistics and Showcase Presentation Working Session	Readings: (See Week 12 Module) Webcourses: Logic Model, Asset Map, and Stakeholder Matrix Due
Week 13- 11/14	**Mini College Bowl (Recorded on Zoom)** Showcase Presentation Student Feedback	Reading: (See Week 13 Module) Webcourses: Upload Zoom Rec.
Week 14- 11/21	**Thanksgiving Break– CLASS CANCELED**	Webcourses: Social Change Poster Due
Week 15- 11/28	-Reflection/Debrief Wrap-Up CASQ Questionnaire Revisit <u>HIP Showcase 11/29</u>	Webcourses: Service Hour Verification Due
Week 16- 12/4-12/9	**Final Exam Period** In-Class Showcase Presentations	Webcourses: Portfolio including Reflection 4 **Due 12/4**

XV. Course Assignments

Attendance & Class Contribution (2.5%):

Attendance is foundational to learning here and **contributing to class discussion on a regular basis is a REQUIREMENT.** Engaging others in dialogue about key theories and concepts from course readings, as well as their application to various real-world examples and current events and debating the productivity/viability/pragmatics of various ideas is a primary objective for this course. You are expected to attend each class and participate—verbally—as much as possible in class discussions and activities. You will find many examples of the concepts we discuss in current events, news stories, and perhaps even operating in your own everyday life. I encourage you to bring such examples into class frequently and to share them as part of our ongoing class discussions.

Service Hours Verification (5%)

You will submit your service hours to the LEAD Scholars Academy. As well as submit the verification of hours to the instructor through Webcourses.

Mock Unify America: Mini College Bowl (15%):

In good ol' civil discourse fashion this class will be participating in Mock Unify America: Mini College Bowl. The Unify America: College Bowl is a national event being locally organized on UCF's campus by the Office of Civil Discourse and Engagement and OSI's Volunteerism and Community Engagement Center.

The Unify Challenge College Bowl is a guided video conversation with a student from another university who's different from you. Together, student talk through a survey about big goals for our country. Students usually cover topics like mental health, climate change, policing, student loans, and immigration.

This time around, students will be randomly assigned one-to-one at three point in the semester and will use the class assigned time to debrief course content cover thus far in the semester. The session will be recorded and upload to Webcourses for course credit.

See Webcourses for specific guidelines for these assignments.

Reflection Journals (20%)

At four points throughout the semester, students will be required to provide written reflection on component of the course. There are no right or wrong answers in this assignment. The assignment will be evaluated according to the effort each student puts into their reflections. If they thoughtfully make an effort to answer each question, then they will receive full credit.

Article Reviews (5%)

The purpose of this assignment is to gather necessary context (expertise, data, facts and informed opinions) for student journal article/literature review and eventual social change project. You will be writing one major paper this semester. The paper will need at the least 4 referenced sources (2 of which need to be peer-reviewed articles).

Once you chosen and identified your sources, you will then complete one Article Summary Worksheet for each of your selected sources using the template on the Article Reviews assignments page.

Research and Writing Assignments: Journal/ Literature Review Paper (20%)

The purpose of these papers is to allow students to encourage critical analysis, improved research skills, and creativity for thinking and writing. For this paper, students will conduct research on a subject related their chosen issue by compiling facts, expertise, and opinions related to on viewpoint that is dominate within the issue.

In the paper, students will assess the information they research and collect on this topic (focusing on expertise, facts, and opinions) and articulate their own opinion about the topic, while taking account of the significance of ideologies, values, identities, and context on their understanding of concepts.

See Webcourses for specific guidelines for these assignments.

The Change Project: Identify a Problem and CHANGE IT.

"You can only change an emergent phenomenon by creating a countervailing force of greater strength. This means that the work of change is to start over, to organize new local efforts, connect them to each other, and hope that their values and practices emerge as something even stronger."

Margaret Wheatley

Social Change Project (30%)

LEAD Scholars are expected to be active agents of social change in their communities. The Social Change Project is an opportunity for you to engage with one particular service agency on a deeper

level. This project may be completed individually or in groups of 2-3 students. Group assignments and service agency placements will vary by instructor.

You will be submitting your project to the: Amy Zeh High Impact Student Showcase either individually or as a group. You will also spend a class period, presenting your poster to the class to practice your presentation.

A: Social Change Plan (25%) (75 pts)

You will focus on your specific organization and complete a community partnership assessment. You will then write organization review and assessment plan about what Asset-Based Community Engagement Tactics you plan on implementing during your experience. You will develop a plan of action for the semester with your community connector. Your Social Change Plan must address each of the following sections:

Where are you volunteering? Describe your volunteer agency (use rubric for guidance).

Who: Who is impacted?

　　　Who is part of the change process (stakeholder)?

　　　Who holds the existing power?

　　　Who is be targeted with the change effort?

What: What is the main issue?

　　　What are the sub-issues that need to be addressed as well?

　　　What did you/your committee do this semester in regards to serving the needs of the area you are addressing (service project)?

Why: Why does this social issue warrant an organized response?

When: What kind of timeline haves the agency proposed is needed take to achieve the desired change listed in the "What" section?

What are the key milestones along the way?

How: What ABCE tactics or strategies for change will be needed, pursued, and/or utilized?

Speaking to CE Values and Component of Quality Community Engagement

B: Social Change Project Poster (50%) (150 pts)

Each student/group will be required to create a professional service-learning poster based on their Social Change Project that highlights the work you did this semester. Posters should include information about your service-learning agency, what activities you completed during your change project, the social change plan they implemented and incorporate the require research materials and content that add depth to they project.

C: Service-Learning Showcase Presentation (either during The Fall 2023 Amy Zeh HIP Student Showcase or in-class) (25%) (75 pts)

Final Portfolio (10%)

This class will require student to submit a final portfolio of their Social Change Project. This portfolio must be submitted no later than December 4th. The portfolio should be submitted in this order using the template included here

Portfolio Requirements:

- Resume
- Leadership Philosophy
- Social Change Plan
- Reflections
- Journal Article/ Literature Review
- Logic Model
- Stockholders Matrix Table
- Asset Map
- Reflection on CASQ Assessment Tool