

**SUNY, COLLEGE AT OLD WESTBURY
SPRING 2010**

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**CE 2000–C10
COMMUNITY ENGAGEMENT SEMINAR**

Thursday 2:50-4:30

(linked to AS3462-C10 History of Women in the United States, Dr. Carol Quirke)

COURSE DESCRIPTION

CE2000 integrates community-based learning and action into the first-year curriculum, challenging students to confront the big questions facing the world today by participating in and reflecting upon civic engagement activities. By engaging students both personally and intellectually at the very beginning of their academic journey in structured service-learning activities and reflective projects, this course introduces students to Old Westbury's social justice mission and encourages their college and community involvement. The goal of this class is to encourage active learning, to promote intercultural understanding, and to build academic, interpersonal, organizational and leadership skills. Students will participate in a 40-50 hour service-learning placement, based upon particular seminar and linked course content and objectives. Students will be expected to attend mandatory workshops and campus events. CE2000 is linked to a general education class in a Learning Community. This section of CE2000 is linked to: AS3462-C10 History of Women US.

LEARNING OUTCOMES

Students will demonstrate:

1. an ability to develop as intentional learners, to reflect upon and develop their ideas about what they are learning in the classroom, their educational goals and identity.
2. cultural sensitivity, an awareness of their own prejudices and respect for and an understanding of diversity in race/ethnicity, class, gender, sexual orientation, age and abilities as it applies to their civic engagement experience.
3. an ability to integrate the content of the CE course and/or of the linked course to their placement experience.
4. an engagement with social justice as an ongoing human concern and an understanding of themselves as active members of a community.
5. communication skills: the ability to present their ideas and experiences in written, verbal or visual form.
6. an ability to use critical thinking as follows:
 - Identify, analyze and evaluate arguments in their own and others' work
 - Develop well-reasoned arguments

Student Responsibilities in Seminar Class

1. Assignments are due at the beginning of each class.
2. Quality participation in class discussion and group projects.
3. Absences: maximum of two are allowed (two latenesses or leaving early = one absence).
4. Plagiarism: automatic “F” for the assignment.

Attendance Policy for Placement Visits

Absenteeism:

- If a student misses one community engagement placement visit, that student should consider him/herself warned.
- If a student misses two community engagement placement visits and is being transported by the transportation provided by the college, all transportation privileges will be suspended and that student will have to find alternative means of transportation.
- If a student misses three community engagement placement visits, that student will receive an F for the course.

Tardiness:

- If a student is late once for the transportation, that student should consider him/herself warned, and if the transportation has already left, the transportation coordinator will call the transportation company for said student so that the student can get to his or her placement.
- If a student is late twice for his/her transportation, all transportation privileges will be suspended and said student will have to find alternate means of transportation.

Required Texts:

The Ethics of Engagement: Educating Leaders for a Just World (SUNY Old Westbury First-Year Reader, Copley Custom Textbooks, 2007)
New York Times
Handouts

Grading:

Resume	05%
3 Reflective Essays	35%
7 Journals	25%
Group Project	25%
Class Participation/Attendance	10%

Instructions for Written Homework Assignments:

You must use a computer – double-spaced, 12 point, Times New Roman. Margins = 1 inch on all 4 sides. **GRADE WILL BE LOWERED FOR SLOPPINESS, POOR SPELLING, POOR GRAMMAR, and NOT USING ASSIGNED SPACE REQUIREMENTS.**

Academic Dishonesty/Statement on Plagiarism:

It is assumed that your intellectual labor is your own. If there is any evidence of academic dishonesty, including plagiarism, the **minimum** penalty will be an automatic failing grade for that piece of work. Plagiarism is taking (and that includes purchasing!) the words and ideas of another and passing them off as one's own work. If another person's work is quoted directly in a formal paper, this must be indicated with quotation marks and a citation. Paraphrased or borrowed ideas are to be identified by proper citations as well.

Office of Services for Students with Disabilities:

If you have or suspect you may have a physical, psychological, medical or learning disability that may impact your course work, please contact Dr. Lisa Whitten, Interim Director, The Office of Services for Students with Disabilities (OSSD), Phone: 516-976-3009, Fax (516) 876-3005, TTD: (516) 876-3083. The office will help you a) determine if you qualify for accommodations and b) make arrangements to assure that you receive them. All support services are free and all contacts with the OSSD are strictly confidential. See <http://www.oldwestbury.edu/academics/disabilities.cfm> for more information.

Reflective Journals and Essays

Students are required to keep a weekly directed journal (two typed pages), with entries that reflect upon class discussions, placement experiences, assigned readings and one *New York Times* article each week that relates to issues addressed by their community organization. For the first month, journal entries will reflect class materials, exercises, assigned readings and the *New York Times*. Once placements begin, entries should integrate learning from class discussion, exercises, readings and field experiences. Journals allow students to write freely about their thoughts and reflections. Once returned the journal entries are to be kept in a binder in date order.

Three formal reflective essays will be required during the semester. The following is the format for these reflective essays, which will be graded and used to assess learning outcomes. Each essay should be 2-3 typewritten pages. All journals and essays must be typed, double-spaced, dated and kept in a binder. Students will be required to hand in the binder, including all journals and essays – in date order, at the end of the semester.

Essay format:

Week 4 (2/18): Introduction to and expectations of the course and placement

Based on what has been presented, discussed and what you have read:

1. What are your expectations about what you will experience and learn in this course?
2. What are some questions you have about the course and your placement?
3. How does this course relate to your thoughts about what you would like to study at Old Westbury and your future career plans?
4. Why did you choose this section and this placement? What further training would be helpful?

Week 7(3/18): What are you learning about yourself and your partnership organization/placement? Describe experiences in the field, including work, meetings and casual interactions.

1. What have you learned so far about yourself and your classmates in the exercises on cultural awareness, conflict resolution and leadership skills? How are these ideas and skills helpful in your field placement?
2. How do the mission and/or goals of your partnership organization address a major social problem(s) facing the community, the nation and the world?
3. Relate what has been presented about cultural awareness, leadership skills and your partnership organization to at least two of the assigned readings.
4. Describe the individuals with whom you work (i.e. supervisor, community co-workers, clients, etc.).
5. What is your role in your work group?

Week 13 (4/29): Link your experience to what you've learned through coursework, assigned readings, class discussion and speakers (in your CE seminar and linked class).

1. Explain how effective you believe your partnership organization is in accomplishing its goal(s).
2. Have you taken on (or been given) more responsibilities in your work group?
3. How did the concepts and personal awareness about difference and cultural sensitivity apply to your field work? Did your experience in the field further contribute to your understanding of cultural issues?
4. Discuss how the information you gathered from class readings and your linked course was or was not helpful in understanding and evaluating your work and the mission and contributions of your placement organization.
5. Discuss how your placement contributed to your understanding of the issues discussed in your CE seminar and linked course.

Final Group Project: (PowerPoint Presentation, Video, Poster Presentation or Dramatic Performance)

On **May 7, 2010 10:00 a.m. -1:00 p.m.**, all students from all the CE2000 sections will come together to present their final group projects at a First-Year Community Engagement Student Presentation Program, to which our funder, partnership organizations, and the entire Old Westbury community will be invited. **ALL STUDENTS MUST ATTEND:** this is your final!

Spring 2010 Course Calendar

Date	Topic	Reading to be Completed Before Class	Assignment Due at Start of Class
1/28	Introduction to the Course and Each Other		
2/4	Placement Readiness Workshop	Materials distributed in class	Hand-in resume (for assistance see Ms. Marlene Bhan: Coordinator Career Services, Student Union SU 113, 876-3053)
2/11	Cultural Awareness, Communication Skills and Dispute Resolution	Materials distributed in class Discussion of placement placements	Journal due: Research your placement: what are the organizations mission and goals? (1)
2/18	Current Issues: Social justice and Social Change	Article from the <i>New York Times</i> related to your placement.	Reflective Essay #1
2/25	Why Civic Engagement/Service?	<i>New York Times</i> article; <i>FY Reader</i> , Jane Addams: "Necessity of Social Settlements," pp. 346-353;	Journal due (2)
3/04	Social Justice and Civic Engagement: Freedom, Equality and Women's Rights,	<i>New York Times</i> article; <i>FYR</i> , Abigail Adams, "Remember the Ladies," pp. 403-406; Sojourner Truth, "Ain't I a Woman?" p. 108.	Journal due (3)
3/11	Women and equality: the struggle for political and economic rights	<i>New York Times</i> article; <i>FYR</i> , Seneca Falls Declaration, pp. 426-429; Clara Lemlich, "Life in the Shop," pp. 441-443; Rose Schneiderman, "I Would be a Traitor to Those Poor Burned Bodies," pp. 444-445.	Journal due (4)
3/18	Human rights, women's rights and global social change.	<i>FYR</i> "Universal Declaration of Human Rights," Beijing Declaration of Women's	Reflective Essay #2

		Rights;” pp. 495-506.	
3/25	Reflection on civic engagement	<i>New York Times Article</i>	Journal due (5)
4/1	Happy Spring!	Spring Break- no class	
4/8	Film: “Real Women Have Curves” (go to AV 107, Library)	Article from the <i>New York Times</i>	Journal due (6)
4/15	Reflection on civic engagement	Article from <i>New York Times</i>	Journal due (7)
4/22	Reflection on Civic Engagement:	<i>New York Times Article</i> Reflect on class Final Project Preparation	Reflective Essay #3
4/29	Honors Convocation No Class	Final Project Preparation Meet in groups/ no class	Final Project Preparation
5/6	Final Project	Preview and critique final projects	Final Project due
5/7		FINAL PROJECT PRESENTATION	<u>All students must attend</u>