

Community Partnership in Action

Course Description

Participants in this course will have an opportunity to work collaboratively with fellow students, faculty, and community partners to identify needs in La Crosse and area communities. Students will investigate, discuss, and plan methods of addressing identified needs within the community. Under the guidance of the instructor or an advisor, students will be actively involved in implementing a self-designed community service project. Impact of the project on the individuals served, the community, and the student will be examined. Students will examine personal values, beliefs, attitudes, and biases and will reflect on their role and responsibility as an active participant within the community.

Course Goals

- Promote active learning and responsible citizenship.
- Identify personal values, beliefs, attitudes, and philosophies.
- Foster reflection as a method of identifying personal beliefs, changes in these beliefs, and personal role in society.
- Assist in promoting the application of academic materials to real-life situations.
- Promote collaborative learning.
- Strengthen ties between student and community; student and college; and community and college.
- Foster a commitment of service to others.

Course Logistics

Instructors

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Office Hours: Available upon request. Generally available before and after each scheduled class meeting. Also available via phone or Internet.

Required supplies: **Dependable** access to Internet
3 ring binder

Course Objectives

1. ***Develop interpersonal skills necessary for being an active participant in a community.***
 - a. Develop skills of listening for understanding; listening without interrupting; and demonstration of active listening.
 - b. Demonstrate communication skills of paraphrasing, asking for clarification, seeking the opinion/viewpoint of others.
 - c. Acknowledge and respect differing opinions within the group.
2. ***Develop a learning community.***
 - a. Identify personal contribution that one brings to the group.
 - b. Work collaboratively in small and large groups to identify issues, discuss viewpoints, and plan service projects.
3. ***Investigate and identify needs within a community.***
 - a. Define community; define “need”.
 - b. Identify and apply methods that can be used to determine needs of a community.
 - c. Identify community and agency leaders who might provide information that is being sought.
 - d. Effectively communicate with community and agency leaders. Effective communication to include: appropriate tone, volume, and choice of words; eye contact; relevant questioning; and active listening. In situations requiring written communication, effective communication involves proper spelling and grammar, clarity of expression, and appropriateness of information presented.
4. ***Develop a plan of action for responding to an identified need of the community.***
 - a. Given an identified community need, develop a plan of action to include: need identified, reasons for wanting to assist the community with this need, identification of current resources available and other resources needed, timeline, goals for project, and how project will be monitored and assessed.
5. ***Apply academic material to real-life situations.***
 - a. Identify academic material previously learned that will contribute to the project.
 - b. Identify academic resources on campus that could assist in completing the project.
 - c. Apply networking and interpersonal skills to planning and implementation of the project.
6. ***Accept responsibility for developing and implementing a plan of action for assisting with a community need.***
 - a. Adhere to timeline for class and group projects.
 - b. Provide self-assessment at pre-selected intervals of the project.
7. ***Implement a plan of action for responding to community need***
8. ***Assess effectiveness of developed plan of action.***

9. Define personal philosophy and values

- a. Identify personal philosophy of how communities do and/or should function; role of self within the community; responsibility of self to others and to communities.
- b. Reflect on the role and responsibility that individuals have in their communities.
- c. Discuss differences and similarities between the student and the target audience served during the project.
- d. Given a factor that impacts a community, identify personal values, biases, prejudices, and/or stereotypes held. Compare these preconceived values/biases with values/biases held after completing the service project.

10. Identify and reflect on changes of opinion

- a. Identify changes of personal opinion. Discuss why there was or was not a change in opinion.

Expectations

Attendance:

This course is based on working collaboratively with fellow students. Each student truly brings a valuable perspective to the discussion. Therefore, lack of attendance impacts not only the student missing the class, but the other students as well. It is expected that students will make every effort to attend the required on-campus sessions. Students who are unable to make class **MUST** contact the instructor to receive an alternative assignment. Instructors reserve the right to process withdrawal paperwork for students who have excessive absences. Students unable to attend the first class session, in its entirety, will be unable to continue in the course.

Participation

Rich, diverse discussion results in learning and personal growth. It is expected that students actively participate in classroom and Internet discussions. Students are expected to turn in all assignments on time.

Professional Behaviors

Students in the course are expected to demonstrate professional behaviors of:

- Dependability and punctuality
- Ability to work effectively and respectfully with peers, instructors, and community partners
- Mature communication skills
- Acceptance of responsibility for personal and professional growth
- Ability to determine and examine possible solutions to problems (critical thinking)

Demonstration of professional behaviors is considered in determination of the course grade.

Assignments

Students will have assignments that involve readings, reflection, assessments, and development and implementation of a service project. All assignments are due on the assigned date and should be either legibly written or typed. Assignments may be submitted via email or US mail.

1. Online discussion: Online discussion will take place on BlackBoard (Bb). To access Bb, go to www.wwtc.edu, click on virtual college link. Click on Bb link. Students will be advised on login name and password during the first class session.

Readings will be posted each week. Students are expected to read the assignment, reflect on what has been read, and post a response to the question and discussion generated on Blackboard. Students are required to respond a minimum of two times each week—once to the instructor, and once to a fellow student. Posting each week must be made prior to Wednesday 11:00 am.

2. Reflection Journal: Throughout the semester, students will be asked to reflect and respond to specific questions. Answers to the reflection question should demonstrate that the student has spent time thoughtfully considering the question. Reflections are to be written legibly and kept in a three ring binder used only for the reflection questions.

The reflection responses will be collected periodically throughout the semester and read by the instructor. Information contained in the journal is considered to be confidential between the instructor and student, and will not be shared with other individuals.

3. Written Assignments During the course, students will be periodically asked to complete brief written assignments. Written assignments posted on Bb, should be completed, saved, and forwarded to the instructor's email address as a word attachment. Unless specified, students will be posting only online discussion on Bb, NOT written assignments.

Service project

The major component of the course is the development and implementation of a service project. Through classroom discussion, readings, and networking, the student will identify a need within the community. Students will work to develop a plan of action to assist in this need. Students may elect to do an individual project or involve other students in the project (groups larger than 3 must have prior approval from the instructor).

As students identify and design a service project, they should make sure the project:

- Can be successful completed. A successful “small project” is preferred to a failed grandiose project”
- Can be accomplished in the given time frame.
- Serves a legitimate need within the community.
- Involves members of the community in planning and providing feedback during the process.

Students are strongly encouraged to work with the instructor (through office hours, internet, and phone conversations) as they begin to develop their project. Prior to implementation of the plan, the student **MUST** meet with the instructor (student to arrange a meeting time) to review the written proposal. A specific form will be used for the written proposal. In general the proposal will include:

1. Succinct description of the service project. Within the paragraph (or two) identify the community need that is being addressed.
2. Identification of the agency you will be working with and the name(s) and phone number of your contact person.
3. What type of supervision is required for this project? Who will provide this supervision?
4. Identify factors that may contribute to this need being present.
5. Define project objectives. What is it that you hope to accomplish? Include information on how these objectives relate to the mission of the agency/organization that you are serving.
6. Identify what academic resources you bring to the project and what resources you will need to complete the project. Resources may include such items as knowledge, skills, money, experience, etc.
7. How will this experience enhance or expand your individual growth?
8. How do you plan to meet the project objectives? How will you know if the objectives have been met?

Draft due: February 10, 2003

Final due: February 21, 2003

Midterm Report

Students will have an assignment (posted on Bb) asking them to provide a progress report on how the project is going. Remember that it is expected that the project will change over the course of time (in other words, nothing goes exactly as planned!!) Due: March 20, 2003

Final Written Report

The final report is meant to enhance the information that you initially provided in the proposal. A copy of the initial proposal should be included in the appendix of the final report. The following information should be included:

1. Were the objectives met? How do you know? Did they need to be altered during the course of the project? Explain the outcomes of the project?
2. What challenges occurred during the project? How were they resolved?
3. How did the experience of participating in community service impact your personal and professional growth?

Final report due: May 1, 2003

Final presentation

A presentation will be made to the class regarding the service project. The presentation can be done using a variety of media (pictures, overheads, PowerPoint, posters, skits, etc). Students are encouraged to be creative!! Presentation must include: why you chose the project, information about what the project entailed, what you learned from doing the project, and the impact on self and community as a result of the project. More information will be given to students prior to the due date.

Due: May 5, 2003

Confidentiality/Protection of the “good name” of the community

Students will make every effort to protect the confidentiality of clients that they are working with. Students will be required to participate in discussion (written and verbal) about what is happening during the service project. However, this must be done in a manner that respects the right of privacy of individuals and agencies. Information presented to others should be done with respect for protecting the identities of individuals (unless they have given you written permission to release their name) and with respect for the good name of the community/agency.

Grading

Students are graded on online discussions, participation, reflections, article reviews, major assignments, and other classroom assignments. The following scale will be used for determining the final grade:

A=93-100	<u>Overall grade*</u>	
B=85-92	Discussion: Classroom/Internet	10%
C=78-84	Reflection Journal	10%
D=70-77	Service Project	70%
	Final Presentation	10%

*professional behaviors are incorporated into each of the above areas.

Accommodation: Any student requiring accommodations should let the instructor know within one week of the start of the course

Course Calendar

Date	Activity
January 11, 2003 On Campus Meeting 9:00 am –2:00 pm Room 2066 Health Science Center	<ul style="list-style-type: none"> ▪ Introduction to Course ▪ Development of Learning Community ▪ Expectations of Students and Instructor ▪ Defining community; Defining need ▪ Identification of methods for assessing needs within a community
Week of January 13 th and 20 th	Online Discussion
January 27 Campus Meeting Room 2066 HSC 6:00 pm-9:00 pm	<ul style="list-style-type: none"> ▪ Group discussion on community needs ▪ Networking with community leaders ▪ Begin work on developing a project
Week of January 27 th - February 16 th	Online Discussion Draft of final proposal due to instructor by February 10 th . Meet with instructor prior to submitting draft.
February 17 Campus Meeting Room 2066 HSC 6:00-9:00 pm	<ul style="list-style-type: none"> ▪ Presentation of Values Poster ▪ Group presentation of proposed projects ▪ Input of other students in planning for proposed project Final proposal due to instructor by February 21 st .
Week of February 17 through March 16 th	Online discussion Implement project
March 17 Campus Meeting Room 2066 HSC 6:00-9:00 pm	<ul style="list-style-type: none"> ▪ Discussion on cultural differences
Week of March 17 th through April 30 th	Online discussion Meeting with advisor (on-site) prior to April 25 th .
May 5 Campus meeting Room 2066 HSC 6:00-9:00 pm	<ul style="list-style-type: none"> ▪ Final report due ▪ Group presentation of service project ▪ Celebrate Life video ▪ Celebration!

