

Curriculum Change Form  
 (Present only one proposed curriculum change per form)  
 (Complete only the section(s) applicable.)

**Part I**

<input type="checkbox"/> (Check one)	Department Name	School of Justice Studies	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	College of Justice and Safety	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	SJS 250S*	
<input checked="" type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	Service Learning in Social Justice Studies	
<input type="checkbox"/> New Minor (Part III)	*Program Title	Social Justice Studies	
<input type="checkbox"/> Program Suspension (Part III)			
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	

  

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	9/11/2012	Council on Academic Affairs	10/17/2013
College Curriculum Committee	06/03/2013	Faculty Senate**	N/A
General Education Committee*	N/A	Board of Regents**	N/A
Teacher Education Committee*	N/A	EFFECTIVE ACADEMIC TERM***	Spring 2014
Graduate Council*	N/A		

\*If Applicable (Type NA if not applicable.)  
 \*\*Approval needed for program revisions or suspensions.  
 \*\*\*To be added by the Registrar's Office after all approval is received.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)	To add SJS 250S, Service Learning in Social Justice Studies as a core course in the Social Justice Studies B.S. program.
<b>A. 2. Proposed Effective Academic Term:</b> (Example: Fall 2012) Spring 2014	
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b> Course is the second in a sequence of courses in the major and is designed to help students apply core principles in the major to real world problems.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>	
<b>Personnel Impact: None</b>	
<b>Operating Expenses Impact: None</b>	
<b>Equipment/Physical Facility Needs: None</b>	
<b>Library Resources: None</b>	

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~striethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

**SJS 250S: Service Learning in Social Justice Studies. (3) A.** Prerequisite: SJS 101. Students will engage in classroom and service activities to explore, critique, and apply the fundamental concepts of justice, conflict, and social change. Through experiential learning and reflective writing, students will begin integrating ideas and perspectives, formulating personal ideologies, and developing an enhanced sense of civic responsibility.

**Part III. Recording Data for Revised or Suspended Program**

1. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

Revised\* Program Text

(\*Use ~~striethrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course** (Record only **new** or **changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SJS	250S	Spring 2014	AS _____ HS _____ BT _____ JS <b>X</b> ED _____ UP _____	CRJU
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 30	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____	
B	3		SO _____ SR _____	
T	3			
W	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		

**CoRequisites and Prerequisites** **\*\*See definitions on following page\*\***

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
Course Prefix and No.	

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Co-requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	

**Equivalent Course(s):** (credit will not be awarded for both...; or formerly...)

Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B				

		Integrated A&H(6)				
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## **SJS 250S: Developing Critical Consciousness through Service Learning**

**Spring 2013**

**INSTRUCTOR (TBA)**

### **COURSE DESCRIPTION**

Students will engage in classroom and service activities to explore, critique, and apply the fundamental concepts of justice, conflict, and social change. Through experiential learning and reflective writing, students will begin integrating ideas and perspectives, formulating personal ideologies, and developing an enhanced sense of civic responsibility.

### **STUDENT LEARNING OUTCOMES**

Upon completion of this course students will be able to:

1. Demonstrate, through writing and discussion, knowledge gained about key social justice concepts.
2. Describe seven key social problems we are facing.
3. Identify and synthesize diverse perspectives on a specific social problem.
4. Apply knowledge and understanding of the problem to a service learning activity within the local community.
5. Develop professional relationships with community partners relevant to a particular social problem.
6. Demonstrate oral communication skills through reflective discussions, interactions with community partners, and project presentations.
7. Demonstrate written communication skills through personal reflections and academic writing.
8. Articulate a personal ideology regarding their civic responsibility to correct injustices and address human needs.

### **COURSE TEXTS**

Jones, E., Johnson, B, & Haenfler, R. (2007). *The better world handbook: Small changes that make a big difference.* Gabriola Island, BC: New Society Publishers.

Garcia, D., Adler, F. P., & Busman, D. (2009). *Fire and ink: An anthology of social action writing.* Tuscon, AZ: The University of Arizona Press.

Selected articles will be posted on the course Blackboard site.

### **COURSE COMMUNICATION**

Any correspondence will be sent via your ECU email address. Please ensure that your email is operational at all times. I will not be using personal email addresses.

### **COURSE FORMAT**

The course will be delivered via weekly meetings which will consist of small group activities, large group discussions generated from assigned readings, and presentations from students and guest speakers. A portion of the weekly meeting times will be spent engaging in service activities with community partners.

### **CLASSROOM ETIQUETTE**

The best learning occurs in an environment that is free of distractions and that promotes open and respectful dialogue. To limit distractions, I am requesting that you be on time to class, limit side talk with peers, and leave your electronic devices in your book bag/purse/pocket.

To ensure that all students feel safe to ask questions and comment on the issue at hand, I am requesting that each of us listen to and respect the opinions of others. In a course of this nature there are bound to be differences of opinion. These differences contribute to a healthy academic environment, and I encourage you to engage in the kind of discourse that allows us to reflect on our own experiences and learn from those of others.

## COURSE REQUIREMENTS

- Attendance/Participation (100 points):** This class will involve large group discussion and small group work. Thus, students are expected to come to class having read the assigned material and prepared to participate. Recognizing that "life happens" you can miss two class periods before absences begin to affect your grade. I suggest that you reserve these classes for illness, family emergencies, doctors' appointments, job interviews, etc. Attendance will be taken at the beginning of each class period. Your final attendance score will be based on the percentage of classes you attended out of the total number of class periods held. If you miss a class, it is your responsibility to get any materials and notes from the course Blackboard site or from your peers. After securing and reviewing the materials, please feel free to visit during my office hours to get clarification on anything that you do not fully understand.
- Reflective Writing Journals (300 points):** Students will maintain a journal throughout the semester that includes entries related to course reading assignments, lectures, class discussions, and service activities. Please purchase a composition notebook and bring it with you to each class. (Please, no spiral notebooks or binders) These journals are designed to encourage you to stay current with your reading assignments, enhance your writing skills, think critically about the concepts and theories relevant to social justice, and reflect on your service learning experiences. Your last journal entry (#12) will highlight three of the most significant points learned from the course, and articulate a personal ideology regarding your civic responsibility to correct injustices and address human needs. Your journals will be graded based on completeness, clarity and depth, intellectual engagement with key concepts, personal response to key concepts, and writing style. Please see the attached instructions and grading rubric for further detail.
- Course Project (300 points):** In an effort to encourage students to develop a critical consciousness and a better understanding of the need for social change, students will volunteer their time with a non-profit agency/organization that addresses an important social justice issue. During the first half of the semester, students will write a literature review on a social justice issue of particular interest to them (50 points) and explore how the issue is impacting the state or local community (50 points). They will then identify non-profit agencies that address the issue and inquire about volunteer opportunities (50 points). During the second half of the semester, students will perform 15 hours of volunteer work with an approved agency (50 points). They will document their experiences through pictures, videos, personal narratives and journal writing. During the last two weeks of class, students will deliver a presentation about their experience to peers and community partners, and conduct a feedback session to enhance their learning (100 points).

## COURSE GRADES

There are 700 total points possible. Final course grades will be based on points earned where:

A = 630 or above

B = 560 - 629

C = 490-559

D = 420-489

F = Below 420

A mid-term status report will be provided to students. Grades assigned will reflect the percentage of points earned as of mid-term and will correspond with the above grading scale.

## SPRING 2013 DATES

Classes begin January 9 and end May 5, 2013

Add/Drop Date: January 16, 2013

Withdraw Date for 75% refund: January 22, 2013

Withdraw Date for 50% refund: January 29, 2013

Withdraw Date for 25% refund: February 5, 2013 and no fee

## CHEATING AND PLAGIARISM

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars.

The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With these premises the University affirms that it will not tolerate academic dishonesty. This includes, but is not limited to, plagiarism and cheating.

**Plagiarism** is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgement of the source. All quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also includes presenting material which was composed or revised by any person other than the student who submits it as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).

**Cheating** includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving information from others and referring to unauthorized notes or other written information. In addition, copying from others during examinations or in the preparation of homework assignments, is a form of cheating.

Computers should not be used to acquire information in conflict with academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications make it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others. (Taken from the Eastern Kentucky University Student Handbook [UHS] Page 31.)

### **DISABILITY STATEMENT**

*A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.*

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

**Tentative Course Schedule (subject to change at instructor's discretion)**

<b>Date</b>	<b>Topic(s)</b>	<b>Reading</b>	<b>Homework/Exams</b>
Week 1	Introduction to Service Learning Cynicism and the Status Quo	Better World, Chapter 1	
Week 2	Hope and Civic responsibility Developing a Critical Consciousness Project description Group formation	Better World, Chapter 2  Article, Ginwright and James	Journal entry 1
Week 3	Social Problems and Visions for Change (Economic Fairness Comprehensive Peace, Ecological Sustainability, Deep Democracy) Group Brainstorming Sessions	Better World, Chapters 3-6	Journal entry 2
Week 4	Social Problems and Visions for Change (Social Justice, Culture Of Simplicity, Revitalized Community) Group Work	Better world, Chapters 7-9	Journal entry 3
Week 5	Organizing for Social Change Independent reading Group Work	Article, Gutierrez et al.	Journal entry 4
Week 6	Independent reading Group Work		<b>Journal Due</b> Journal entry 5
Week 7	Group Proposals and Peer Feedback		Journal entry 6 Written proposal and presentation due
Week 8	Group Proposals and Peer Feedback		Journal entry 7 Written proposal and presentation due
Week 9	<b>Spring Break</b>		
Week 10	Grassroots Movements Group Work	Fire and Ink – selected reading from section on social justice	Journal entry 8
Week 11	Service learning activity	Fire and Ink – 2 selected reading2	<b>Journal Due</b> Journal entry 9
Week 12	Service learning activity	Fire and Ink – 2 selected readings	Journal entry 10
Week 13	Service learning activity	Fire and Ink – 2 selected readings	Journal entry 11
Week 14	Group Work		Journal entry 12
Week 15	Project presentations		<b>Journal due</b>
Week 16	Project presentations		
Finals Week	Project presentations		