

**School for New Learning
DePaul University
Course Syllabus: LL 302 Externship: Making Change**

Summer 2009

1. General Information

Faculty: Elisabeth J. Lindsay-Ryan
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Location: O'Hare campus

Dates/Time: Tuesdays, June 16th- August 18th 6:00-9:00PM*

Time is pending all students approval of the time change. If there are any conflicts class will be 6:30-9:30pm.

2. Course Description and Faculty Biographical Sketch

Name your cause. Whether it is reproductive rights, cancer advocacy, heart disease, homelessness, social security, welfare reform, or the environment most people would like to see the world change in some way. The reality is that not everybody has found a way to make their voice heard. This course will help you find a way to move those feelings from angst to action by examining various aspects of social change, service learning, and reflective practice. As part of their service learning experience, students will have an opportunity to participate in the process and observe and explore everything from social protest to legislative lobbying. Students will also engage in personal and collective reflection to explore their own learning styles and the experiential learning process. They will learn how everyday citizens can organize to make sure the issues that matter to them can be addressed at city, state, and national levels. The course will utilize speakers, discussion, learning journals, readings, and small group exercises to provide an environment where students can explore their own beliefs and perspectives on social change and the process of government in the United States.

About the Instructor

Elisabeth Lindsay-Ryan is a diversity professor, trainer and consultant. She completed her Master's of Arts at DePaul University in Human Services and Counseling in 2000, and she earned her Bachelor's of Arts at DePaul University majoring in History with Minors in African American Studies and Education in 1997. She served as the Director of Programs at the Women's Center at Northwestern University from November 2000-September 2008 where her responsibilities included chairing several university wide committees including serving as the Co-Chair for the Lesbian, Gay, Bisexual, and Transgender Support Network. She has been involved as a volunteer, an activist, Board Member, Advisor and Consultant with over 150 organizations addressing a range of issues from rape to cancer awareness. She has led or participated on six extended service trips working on the San Carlos Apache Reservation, homelessness, disabled children, civil rights education, and habitat for humanity. She currently resides in Evanston with her partner Becca, her daughter Katie, and her dog Dayton.

3. Competencies

L-10, Externship: Can reflect on the learning process and methods used in an experiential project.

LL-11, Externship: Can reflect on one's one service learning experience and perceptions regarding social change and integrate group reflection, discussion, readings, and small group exercises into a final project.

4. Learning Experience

Lecture, discussion, speakers, and small group work, will be used in conjunction to offer a classroom environment that embraces a variety of learning styles and strives to provide information in a way that all students can process.

Readings will be assigned on a weekly basis to provide a foundation of understanding for social change. These readings will help students understand individual ways to affect change and the diversity of opportunities in getting involved.

There will be a selection of readings that will include but will not be limited to the following texts:

Clinton, Bill. Giving: How Each of Us Can Change the World. Random House, New York, New York. 2007.

Smiley, Tavis. The Covenant in Action. Smiley Books, Carlsbad, California. 2006

Speakers

Invited speakers will talk in class about their experience with various organizations that address societal issues. The speakers will range to include for-profit and non-profit running the gamete of issues from cancer, to diversity, to fundraising.

5. Outcomes

In this course there are some universal intended outcomes. Everyone will engage in learning about the historical and social contexts that have led to social change and how they impact the experience of individual and group members in our society. This course will examine various environments in which social change occurs. By examining both the various ways one can create change and the multitude of issues one can choose to get involved with we will develop an understanding of the experience of others and ourselves. Students in this class will explore their own knowledge of social change and what motivates them to be engaged in change. By engaging in individual reflection, small group work, and class discussion we will examine what we can do to make a better world.

6. Evidence to be Submitted

Learning Journal

Students will be required to write journal entries expressing your feelings, perspectives, and ideas about the specific topics provided. These journals should be an integration of personal reflection and an opportunity to discuss readings, class discussion, and illustrate their mastery of the material. Topics will be given by the instructor in class the week before they are due. Journals are due in class on the assigned date, if a student will not be in class the journals can be e-mailed to the professor on that day. For each week the journals are late the grade will be lowered a full letter grade unless otherwise arranged.

Action Assignments

Each week there will be an action assignment that corresponds with what we will be doing in class. You will be required to complete the action assignment and write a paragraph about what you did that week. These assignments will be explained in class along with the journal assignment for each week.

Attendance and Participation

It is crucial to your success in this class to be present and engaged in classroom discussion. This class is intended to be extremely interactive, a significant portion of your experience and understanding of the learning process, service learning, social change and activism will be developed through your interactions with each other and our speakers. Small group and class discussion will be essential to your integration of the written material and personal experience. Therefore, students must inform the instructor of any absences. Any student missing more than two classes will be expected to drop the course.

Service Learning Hours

Students will be required to complete 15 hours of service learning hours to meet the criteria for externship. Students must begin at their sites by week 2 of the course and complete their hours by week 10. Students will be able to select from a list of opportunities to experience making social change firsthand. The organizations provided have an established relationship with DePaul and our service learning goals. While it is recommended that you work with one of the organizations below it is not required. The organizations recommended for this course are:

Sites are still being confirmed. There may be changes to this list before class begins.

1.Organization: REST www.restweb.org

Description/Mission:

REST works collaboratively to provide safe, quality, permanent and emergency housing options and supportive services to adult men and women who are homeless in Chicago. REST assists these individuals to develop their employment and life skills to achieve the transition to independent living.

2. Organization: Tutors on Wheels www.schoolonwheels.com/tutors.html

Description/Mission: Tutors on Wheels is an English as a Second Language Adult Literacy Program. It is sponsored by the Sisters of St. Joseph in LaGrange Park and is a spinoff of their School on Wheels program. Since the Sisters of St. Joseph launched the School on Wheels ministry in 1993, more than 1,800 adults have completed literacy education. Tutors on Wheels helps these newcomers break through the language barrier by bringing one-on-one literacy education right into their neighborhoods.

3. Organization: Mujeres Latinas en Accion <http://www.mujereslatinasenaccion.org>

Description/Mission: Mujeres Latinas en Accion is a bilingual and bicultural agency that seeks to empower women, their families, and youth to become self-reliant so that they can create opportunities that improve the quality of their lives. Mujeres Latinas both provides services and support to women and families as well as conduct policy analysis and advocacy/organizing work.

- If you are not satisfied with the choices available you can propose your own organization or discuss additionally recommended organizations that do not have a current relationship with DePaul.

Final Project

Students will be responsible for completing 5-7 page paper as capstone of their learning experience in this class. Some examples include but are not limited to: a book review, an interview, a video, a review of an issue, a personal reflective essay, or a research paper. While there are many options for format the project should focus on a cause or method of social change and what YOU can or will do in the future to strive for change.

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly the course. If you are unsure how to cite a source, ask!

7. Criteria for Assessment

Students in this course will be assessed for their comprehension of material, illustration of thought and introspection, and reflection on their own personal perspective. Students will have

the opportunity to exhibit their learning through attendance, fulfillment of assignments, engagement in class discussion, and overall active participation in the learning process.

Assessment by Percentage:

Journal & Action Assignments: 25%

Attendance and Participation: 20%

Social Change Event: 10%

Completion of Service Learning Hours: 30%

Final Project: 15%

According to the policies of DePaul University:

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.

Class Schedule

Week One-6/16

Introduction to Course

Collaborative Partners Presentation

Selection of Sites

Social Change Overview

Week Two- 6/23 NO CLASS

Week Three- 6/30

Making Change By Giving Money & Time

Speakers: Fundraising & Volunteering for Change Becca Lindsay-Ryan, Kathleen

Lindsay, Laura Jane Hyde

Readings: Bill Clinton, Giving: How Each of Us Can Change the World (pp. 13-87)

Assignments: Complete 1st visit at your site, Journal # 1, Action 1- Make a donation

Week Four- 7/7 NO CLASS

Week Five- 7/14

Making Change Through Government

Learning Styles

Readings: Bill Clinton, Giving: How Each of Us Can Change the World (pp. 185-203), Tavis Smiley, The Covenant in Action. (pp.48-72)

**Assignment: Journal # 2, Action 3- Become more informed about government
Action 4-Give a Thing/Skill change,**

Week Six- 7/21

Making Change By Gifts of Reconciliation, Activism & Advocacy

Speakers: Activism, Advocacy & Supporting Identity: Doris Dirks & Sunny Gibson

Readings: Bill Clinton, Giving: How Each of Us Can Change the World (pp. 88-108)

Tavis Smiley, The Covenant in Action. (pp.33-47)

**Assignment: Journal # 3, Action 5-Learn about another person's experience, Action
6-Learn about a faith's perspective on giving/social**

Week Seven- 7/28 NO CLASS

Week Eight-8/4

Social Change Events

Creating Solutions for Social Change

Building a Foundation for Action

Readings: Tavis Smiley, The Covenant in Action. (pp.73-89)

**Assignment: Journal # 4, Action 7-Attend a protest, political event, rally, social
change event, Action 8-Advocate for someone or something**

Week Nine- 8/11 NO CLASS

Week Ten- 8/18

Where do we go from here?

Assignment: COMPLETE SERVICE HOURS

FINAL PROJECT DUE, Action 9- Find a solution for change and do it

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. To preserve the quality of education offered to students, the University is responsible for maintaining academic integrity and protecting all those who depend on it, including DePaul's community partners and institutional affiliates. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources--

alteration or falsification of academic records; academic misconduct; and complicity. This policy applies to all courses, programs, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion (cf. Section Q). Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution.

<http://studentaffairs.depaul.edu/homehandbook.html>

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to “F” grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE” In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.