



DePaul University  
School for New Learning

## **LL 302 Externship: Environmental Community Perspectives**

### Course Syllabus

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**Akilah Martin** is a visiting assistant professor at SNL and earned her Ph.D. in Agricultural and Biological Engineering from Purdue University. Her teaching and research interests include enhancing soil and water quality through education and promotion of its awareness locally, nationally, and globally.

#### **Credit Hours**

4 hours

#### **Course Description**

This externship course will offer students the opportunity to examine the environment surrounding their individual community as well as others. It is designed to offer students an in depth assessment of how they live, work, interact with the environment. Creating environmental awareness is key to changing society's negative impact. With such educational resources as courses, volunteering etc, society is able to delve deeper into the realm of environmental quality. Students will be exposed to soil and water quality assessments, recycling, composting, sustainable living and a host of other ideas in this course.

#### **Competences Offered**

Pre-requisite: Research Seminar

LL 10: Can reflect on the learning process and methods used in an experiential project.

LL 11: Can design and apply appropriate learning strategies for an experiential project.

### **Competence Criteria**

Students will have the opportunity of working with a Chicago-based environmental organization or students will be expected to visit 5 various Chicago communities and provide letters/communication to the community leaders of their findings. Students will be required to address five major areas in this course. Included in these areas are: observations, reflection research, lab skills, and providing a public seminar. Your journal should be a personal creation that showcases your reflections, learning, and reactions to visiting the various communities. It should reveal how you “learned” to observe a community’s environmental (soil, water, etc). As a class, you will coordinate a public environmental awareness learning seminar (i.e. town hall meeting) to discuss your experiences, findings, reflections, reactions and learning.

### **Expected Outcomes**

After completing this course, students should be able to observe and draw plausible conclusions about a community’s environmental issues, develop soil and water quality testing skills, learn the main environmental issues facing Chicago, become familiar with community activism, comprehend environmental concepts, become more aware of the environment and your impact, and become familiar with individual learning styles. During your externship, you may read many other sources for information on Chicago’s environmental issues and ways to improve. You may visit other cities (through physical trips, websites, books, magazines, etc) to gain a better insight into environmental issues (i.e. soil and water quality).

### **Learning Materials**

Materials will be provided to as well as by the student.

### **Evaluation**

Students will be assessed through discussions with instructor, observation data sheets, lab experiences, environmental awareness seminar participation, journal, annotated bibliography relating to environmental issues impacting society, development of competence statement, and a reaction paper/project/oral presentation at the close of the course.

### **Journal and Oral Seminar Assessment Criteria**

*Completeness*-did you cover all relevant materials/questions? Did you follow directions?

*Connections*-did you make connections between issues?

*Clarity*-was the paper readable, grammatically appropriate, and well organized?

*Course Material*-did you use appropriate reading and other course materials in your work?

### **Course Outline**

Your evidence should be a completed journal of your community visits, reading various literatures, information, that you have learned throughout the quarter. During the 4 class

meetings will go over concepts, insure that the correct format for visiting a community is properly carried out and we will also visit a community as a class. Suggested summer activities to immerse yourself in the environment, you can attend many of the festivals geared toward the environment (food, gardening, etc). Students should research environmental community groups, retail stores, grocery stores, etc to gather information for your journal.

## Tentative Schedule

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Expected Assignment (Weekly Assignments)</b>
<b>1/08/2009</b>	<b>Course Expectations/Discussions Chicago Environmental History</b>	<b>TBA</b>	<b>Journal, Lab Reports, Observation Data Sheets, Participation on Blackboard Discussions, Current Event Article, (other enrichment assignments)</b>
<b>1/15/2009</b>	<b>Visit a Community</b>	<b>TBA</b>	
<b>1/22/2009</b>	<b>Visit a Community</b>	<b>TBA</b>	
<b>1/29/2009</b>	<b>Meet Class</b>	<b>TBA</b>	
<b>2/05/2009</b>	<b>Visit a Community</b>	<b>TBA</b>	
<b>2/12/2009</b>	<b>Visit a Community</b>	<b>TBA</b>	
<b>2/19/2009</b>	<b>Meet Class</b>	<b>TBA</b>	
<b>2/26/2009</b>	<b>Visit a Community</b>	<b>TBA</b>	
<b>3/05/2009</b>	<b>Visit a Community</b>	<b>TBA</b>	
<b>3/12/2009</b>	<b>Meet Class (Journal and other assignments are due)</b>	<b>TBA</b>	

### **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. 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 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; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

## **Plagiarism**

Plagiarism is a major violation of academic integrity involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- 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 part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

## **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. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. 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 grace period before final degree certification.

Note: 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.

## **Disability Accommodations**

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

## **Chronic Illness Initiative**

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by a chronic illness. Students who struggle with illnesses that unpredictably

increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations such as cancer or heart disease, may have found it difficult, if not impossible, to meet the requirements of a conventional college program. At the School for New Learning, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. For more information, contact CII at [CII@depaul.edu](mailto:CII@depaul.edu).

### **Resources for Student Writers**

The DePaul University Writing Centers offer resources for student writers through drop-in, by- appointment, and online services. Learn more about the Writing Centers by visiting their Web site at <http://condor.depaul.edu/~writing/>. The Loop Writing Center is located at 1620 Lewis Center; for hours and more information call 312-362-6726 or email [wcenter@depaul.edu](mailto:wcenter@depaul.edu).

### **DePaul Code of Student Responsibility**

The Code outlines the minimum acceptable level of conduct expected of every student of DePaul University, including respectful classroom behavior. DePaul condemns any form of harassment, discrimination, and/or assault behavior and any such conduct is subject to University disciplinary sanctions. See <http://studentaffairs.depaul.edu/handbook/index.html> for the complete Code of Student Responsibility.

### **Complaints Regarding Grades, Teaching, or Advising**

Students with complaints about grades, teaching, or advising should first try to resolve the problem with the faculty or staff member involved. If no satisfactory resolution can be reached, students may then discuss the matter with the Dean of the School for New Learning, 200 Lewis Center, 312-362-8001.