

LEAP 3700
Community Engagement

Fall Semester 2020

Dr. Ann Engar

Email: ann.engar@utah.edu

Office Hours: MWF 9:30-10:30 and by appointment (including FaceTime and Zoom)

Credit Hours: One to Three (approved for Bennion Center Scholar credit; 1 credit for 20 hours, 2 for 40, 3 for 60 hours of service)

Prerequisites: At least two years' previous participation in Pre-Law LEAP

Meetings: Mondays 12:55-1:45 and by appointment Location: Zoom

Purpose and Scope of the Course

LEAP 3700 represents a capstone experience for third-year Pre-Law LEAP students. After two years of learning about the law from textbooks and memoirs, guest lectures by attorneys and judges, and sitting in court, students will receive a hands-on experience working with clients and others in needs of legal assistance, legal research and/or mentoring. Students will be trained by their community partners; report orally on their experience to fellow classmates and the professor; keep a journal recording their experiences; submit a formal report at the end of the semester; and be evaluated by their community partners. The goals of the course include the following:

1. to provide an opportunity for students to utilize and refine leadership skills;
2. to facilitate integration of Pre-Law LEAP curricula through a capstone course;
3. to engage students in a hands-on learning and service process that will serve as a knowledge base for their community involvement throughout their professional lives;
4. to increase students' written, oral, analytical and team-working abilities; and
5. to give back to the Salt Lake community.

Relations with Community Partners

It is your responsibility up to find a community partner so that you will feel responsible to that organization, so that our class will hear about a variety of experiences, and so that you will be volunteering with a group that best fits your interests. Last May I sent you a list of possible partners and explained the special relationship Pre-Law LEAP has with the Quinney Pro Bono Clinics. You may also choose other partners or find a different partner on your own.

Some partners will require you to take training or have a background check. You may have to be interviewed and provide a resume. Some groups only want students who are 21 or older.

Some of these partners will want you to commit to more than three months of service. They may offer you an internship. You will have to make your own choice about whether you want to commit more time: it is not required for the class but may be a wonderful opportunity (and good for your resume for law school). You may begin your service before the semester starts.

While I know students have dreams of doing advocacy work, the reality is that much volunteer work is necessary but not always exciting. Because you are not lawyers yet or even law students, what you are able to do may be limited.

Although you are providing multiple hours of service, many partners feel they are providing much more of a service to you: they are giving their time and knowledge to you and are training you. In some cases it would be easier for them to do the work by themselves. You need to appreciate their willingness to have you and be considerate.

Of course, with the coronavirus there will be many changes and restrictions from regular activities. Follow the lead of your partner, but do not do anything with which you feel uncomfortable or unsafe.

Texts and Resources

Required: Cress, Christine M. and Peter J. Collier. *Learning through Serving: A Student Guidebook for Service-Learning*, 2nd edition. Sterling, VA: Stylus Publishing, 2013.

Assistance, materials, and expertise will also be provided by community partners.

Reading and Meeting Schedule

The class beginning in September will meet every other week with the alternate weeks being an individual meeting with me (will last approximately 15 minutes).

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| Aug. 24 | Introduction |
| Aug. 31 | Read Cress, Chap. 1, “What Is Service Learning” and Chap. 2 “Building and Maintaining Community Partnerships”
Report to class on initial experiences. |
| Sept. 7 | Labor Day Holiday |
| Sept. 14 | Meet independently with Dr. Engar. Pages 1-2 of journal due. |
| Sept. 21 | Read Cress, Chap. 3, “Becoming Community,” and Chap.4, “Groups Are Fun, Groups Are Not Fun.” Report to class on community partnership. |
| Sept. 28 | Meet independently with Dr. Engar. Pages 3-4 of journal due. |

- Oct. 5 Read Cress, Chap. 5, “Creating Cultural Connections,” and Chap. 6, “Reflection in Action.”
No class. Watch Vice Presidential Debate and observe any discussion of community and volunteer service.
- Oct. 12 Meet independently with Dr. Engar. Pages 5-6 of journal due.
- Oct. 19 Read Cress, Chap. 7, “Mentoring,” and Chap.8, “Leadership and Service Learning.” Report to class on cultural connections and power relations in individual service project.
- Oct. 26 Meet independently with Dr. Engar. Pages 7-8 of journal due.
- Nov. 2 Read Cress, Chap. 9 “Failure with the Best of Intentions” and Chap. 10, ”Expanding Horizons.” Report to class on successes and difficulties with project.
- Nov. 9 Meet independently with Dr. Engar. Pages 9-10 of journal due.
- Nov. 16 Read Cress, Chap. 11. “Beyond a Grade.” Report to class on new understandings gained of law and community-engaged learning.
- Nov. 23 Meet independently with Dr. Engar. Final two pages of journal due.
- Nov. 30 Read Cress, Chap. 14, “Looking Back, Looking Forward—Where Do You Go from Here?” Final class discussion.
Turn in reflective paper on community engagement project and evaluation forms from you and from your community partner.

Grades and Course Requirements

Students are required to complete a minimum of twenty hours of service with community partners for one credit hour, a minimum of forty hours of service for two credit hours or a minimum of sixty hours of service for three credit hours; to write in a weekly journal (including recording hours spent at what activities, reflecting on service experiences and course readings, jotting down ideas); to report on activities during class sessions; to attend meetings with Dr. Engar; to submit evaluation forms; and to write a final reflective paper.

Grades will be determined on the following basis:

Scheduling and attending appointments with Dr. Engar (1 point per visit)	6 points
Reporting in class on readings and service projects (2 points per session)	14 points
Turning in completed evaluation forms	2 points
Writing journal entries (12 pages)	48 points
Writing final reflective paper (5-7 pages, typed)	<u>30 points</u>
	100 points

Part of reporting in class readings will be doing exercises suggested in the text. Check learning module for week to see what exercises should be prepared for the class Zoom meeting.

A 93.5-100	C+ 76.5-79.4	D- 59.5-63.4
A- 89.5-93.4	C 73.5-76.4	E 59.4 and below
B+ 86.5-89.4	C- 69.5-73.4	
B 83.5-86.4	D+ 66.5-69.4	
B- 79.5-83.4	D 63.5-66.4	

Journal Writing and Reflection

Your one-page journal writing per week is meant for you to process what you are learning and to continue your writing skills. The journal entries should also help you as you write your reflective paper at the end of the semester.

The purpose of journal writing and reflective writing is to gain self-knowledge and content knowledge for the present and future. You should connect your experience to your academic work. Ask yourself the questions:

What? (what did I learn?)

So what? (why does what I learned matter?)

Now what? (what is next?).

These questions can also be seen as before, during, and after your community engagement experience. What level of commitment did you have as you began? What level do you have now? What you are writing is an identity narrative, a story of who you were at the beginning of the semester in terms of your views of law and your connection to law, a story of who you are now, and a story of what you expect to be in the future. Meaning, identity, and connection should all feed into one another. Step back from each class session, visit, or reading and ponder what recently transpired: what did it mean to you? To others?

Your text provides a number of exercises and examples for leading you through your reflection and writing. If you did not provide service a particular week, you may use an exercise in the book for your journal writing. You should use them your journal writing to support your reporting in class.

There are multiple ways of knowing other than picking the answer on a multiple-choice test. Reflective writing involves high-order cognitive thinking and involves self-regulation. One challenge of journal writing is to think about how the journal will be read. Obviously, you and I both are readers—you will be trying to convey your experience (what you have learned, whether or not you have grown, what challenges you have faced), and I will be looking for evidence of learning, deep thought and understanding, how can I make you feel successful about your experience). You do not always have to be positive; you can write about the negative, especially to understand what happened and to figure out how next to act. What boundaries do you think are appropriate in writing a journal?

Your journal should sound authentic. It may at times express fatigue (quality of service and training, workload, repetitiveness of work) and reveal intentionality.

Class Policies

Please stay involved and in touch with me. The class as a whole class meets every other week, but you are expected to meet with me on the off weeks. Let me know if problems arise. Disappearing without a word will not solve any problems but will worsen them.

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Faculty and Student Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677 (COPS).

Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is also my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Wellness Statement

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor before issues become problems. And, for helpful resources, contact the course-assigned SSA or the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

LGBTQ Resource Center

The U of Utah has an LGBTQ Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

Learners of English as an Additional/Second Language.

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity or request an escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful information visit safeu.utah.edu.

Pre-Law LEAP 3700 Fall Semester Evaluation Form

To be completed by Community Partner

Rating Scale for Learning Objectives

- 1 = Strong Performance
- 2 = Acceptable Performance
- 3 = Needs Improvement
- 4 = Unsatisfactory
- 0 = Not Applicable/Insufficient Assessment Information

Please rate your students on the following criteria:

1. Demonstrates integral understanding of the need for the project
 1 2 3 4 5
2. Demonstrates understanding of the partner's purpose, including: functions, processes and methods
 1 2 3 4 5
3. Respects and effectively collaborates with partnership staff
 1 2 3 4 5
4. Utilizes partner's resources appropriately and effectively for the benefit of the community
 1 2 3 4 5
5. Understands the importance of promptness; understands the importance of time management and manages time effectively
 1 2 3 4 5
6. Behaves professionally when representing the Pre-Law LEAP Program, the partner, and the respective project
 1 2 3 4 5
7. Contributes positively to collegial relationships within the partnership
 1 2 3 4 5
8. Understands the importance of culturally competent community partnerships
 1 2 3 4 5
9. Works collaboratively with the community partner by setting goals which reflect accurate needs assessment and appropriate strategies
 1 2 3 4 5
10. Accepts and uses constructive suggestions and takes initiative to make appropriate changes
 1 2 3 4 5
11. Consistently follows through on assignments with appropriate supervisory assistance
 1 2 3 4 5

How has the student demonstrated growth & leadership skills?

Additional Comments:

Pre-Law LEAP 3700 Fall Semester Evaluation Form

To be completed by the Student

Please describe the following:

1. Ways in which the community partner facilitated your learning objectives:

2. Ways in which the project facilitated your learning objectives:

3. Ways in which the community partner could better assist future students in accomplishing projects:

4. Ways in which the Pre-Law LEAP Program could better assist future students accomplishing projects:

5. Ways in which the course could be modified or improved:

6. Additional Comments:
