

SOSC 79: INTRODUCTION TO COMMUNITY/CIVIC ENGAGEMENT

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Learn and practice the necessary communication skills to interact in volunteer service.
- Identify personal values relevant to community service.
- Examine the community environment and focus upon and prioritize major community service needs.

Description

Introduction to community service as it relates to community organizations, businesses or civic institutions allowing students to gain skills in advocacy and civic engagement through community service experiences, research and reflection. Students explore experiential education, theories of service and service learning, strategies for facilitation and effective practice. The course integrates a practical experience in leading service learning projects. The course allows students to balance action with critical reflection in service learning practice.

Course Objectives

The student will be able to:

- Describe social, cultural and political forces that impact communities.
- Identify and assess the basic components of effective service learning.
- Assess community service opportunities as a strategy for creating more just communities and preparing students for lifelong community participation.
- Describe the essential elements of designing high quality service learning projects.

Course Content

- Social, cultural and political forces that impact communities
 - Infrastructure of community agencies
 - Political implications
 - Societal and cultural considerations

- Economic realities
 - Networking and relationship building
- Interface patterns between service agencies and other public and for-profit organizations
- Basic components of service learning
 - Self-reflection as an element of service learning
 - Critical thinking in service learning
- Community service as a strategy for creating more just communities and preparation for lifelong community participation
 - Enhance student learning and development through service learning
 - Develop campus-community relationships
 - Integrate service learning into post-college choices
 - Assess advocacy and service as a mechanism for change
- Design a service learning experience
 - One time and short-term service learning experiences
 - Elements of an effective service learning environment

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class participation
 Participate in or facilitate a campus or community service activity
 Evaluate a community organization or service activity
 Reflection paper

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
 Guest speakers on service learning topics
 Discussion
 Oral presentations
 Demonstrations
 Online/Canvas discussion posts

Representative Text(s) and Other Materials

Sipe, James W.. *Seven Pillars of Servant Leadership*. 2009.

Applied Research Center. *Millennials, Activism, and Race*. 2012.

Berger Kaye, Cathryn. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum & Social Action*. 2010.

Boyte, H.. *Everyday Politics: Reconnecting Citizens and Public Life*. 2010.

Gottlieb, K., and G. Robinson. A Practical Guide for Integrating Civic Responsibility into the Curriculum. 2002.

O'Grady, C., editor. Integrating Service Learning and Multicultural Education in Colleges and Universities. 2000.

Bowen, Glenn. Civic Engagement in Higher Education: Resources and References. 2010.

Materials are applicable to course content, despite being more than five years old.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- a. Students will be expected to read and reflect on related baccalaureate level literature
- b. Regular writing assignments will require that students demonstrate critical thinking and self-analysis
- c. Students will examine and analyze a variety of service learning environments
- d. Students will prepare and present one or more reports related to their research

Discipline(s)

Social Science