GUD 140
Community Exploration: Understanding Diversity through Service
3 Credit Hours

Prepared by:
Student Support Services – Project SUCCESS

Revised Date: October 2011
by
Laura McCloskey

Arts & Science Education
Dr. Mindy Selsor, Dean
GUD140 Community Exploration: Understanding Diversity through Service

I. CATALOGUE DESCRIPTION
A. Prerequisite and/or corequisite
   i. Students must be active Project SUCCESS participants in good academic standing.
B. Credit hour award
   i. Three credit hours
C. Description
   i. Community Exploration is designed to expose students to human diversity, various cultures, and to encourage critical thinking about personal and culturally perpetuated biases. Through participation in a Service-Learning project students will apply textbook concepts to real-life situations. Students will be exposed to community service opportunities involving diversity and apply the servant-leadership concept to their communities. This course will use knowledge and awareness of diversity as a mechanism for change and appreciation of cultural differences as well as understanding the role of leaders in community development. (S)

II. COURSE LEARNING OBJECTIVES WITH CORRESPONDING ASSESSMENT MEASURES.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will effectively define diversity, cultural diversity and describe different types of multiculturalism around the world, in the United States and within their community.</td>
<td>In-class exam and online quiz. Additionally, students will be expected to participate in class discussions wherein his/her ability to articulate concepts and meaningfully contribute to discussion will be factored in class participation.</td>
</tr>
<tr>
<td>Students will investigate local community service opportunities and describe how these organizations involve elements of diversity.</td>
<td>Homework assignments requiring students to research and describe National and local community agencies. Discussion and written assignments of assigned readings on diversity and online quiz.</td>
</tr>
<tr>
<td>Students will identify non-governmental organizations operating in the United States and locally.</td>
<td>Homework assignments requiring students to research and describe National and local community agencies, in-class exam and online quiz.</td>
</tr>
<tr>
<td>Students will examine issues affecting diverse groups globally, in the United States and within their own community.</td>
<td>Weekly journal, essay assignments and online quiz. Participation in class discussions.</td>
</tr>
<tr>
<td>Students will interact with diverse individuals and discuss their reactions to diverse environments and new experiences.</td>
<td>Weekly journal and essay assignments. Community partner feedback and group member reports. End of semester project/celebration assignment. Participation in class discussions.</td>
</tr>
<tr>
<td>Students will explain and discuss the history, practice and purpose of Service Learning.</td>
<td>In-class exam which includes an essay. Participation in class discussions.</td>
</tr>
<tr>
<td>Students will perform a lasting service with a community organization.</td>
<td>End of semester project/celebration assignment and local community partner feedback on student performance.</td>
</tr>
<tr>
<td>Students will discuss and appraise the model of servant-leadership and the importance of volunteerism within one’s community.</td>
<td>Participation in class discussions. Homework assignments covering reading assignments from recognized leader and online quiz. End of semester project/celebration assignment</td>
</tr>
</tbody>
</table>
Students will evaluate what it means to be an agent of change.

Participation in class discussions wherein student’s ability to articulate concepts and meaningfully contribute to discussion will be factored in class participation. Weekly journal entries reflecting on assigned readings and service project. End of semester project/celebration assignment.

Students will identify and articulate the leadership skills necessary for one’s chosen profession.

In-class exam with essay and online quiz. Participation in class discussions wherein student’s ability to articulate concepts and meaningfully contribute to discussion will be factored in class participation.

Students will identify and define group dynamics and demonstrate the ability to work with and as a team.

Community partner feedback and participation in class discussions. Additionally, students will work on in-class group assignments and in groups at their community partner location.

III. OUTLINE OF TOPICS

A. Unit One – Giving Back
   i. Service-Learning
      1. History
      2. Purpose
      3. Philosophy
      4. Goals of Service Learning
   ii. Civic Responsibility
      1. History and definition
      2. Types
         a. Community
         b. Individual
   iii. Philanthropy
      1. History and definition
      2. Types
         a. Corporate
         b. Individual

Unit objectives:
- Distinguish service-learning from other forms of community involvement
- Apply knowledge from personal, concrete experience through active experimentation using the Kolb Experiential Learning Cycle
- Identify local and national service organizations
- Identify and explain levels of engagement
- Understand and explain civic responsibility and its relationship to equality
- Analyze transformation into “engaged individual”

B. Unit Two – Multiculturalism and Diversity
   i. Culture
ii. Categories of Diversity – from section II of Schwartz and Conley text (some chapters have been combined)
   1. Race and Ethnicity
   2. Gender
   3. Sexual Orientation
   4. Religion and Belief Systems
   5. Physical Aspects
      a. Hearing
      b. Vision
      c. Health
   6. Intellectual Development
      a. Learning
      b. Gifted and Talented
   7. Communication
   8. Behavior and Personality

Unit objectives:
- Define and describe terms and laws enacted to ensure equality and opportunities for diverse individuals
- Differentiate between nation, race, and ethnicity and their relationship to culture
- Understand stereotyping and the impact on individuals
- Exam different types of diversity in one’s community

C. Unit Three – Leadership
   i. Theories in leadership
   ii. Types of leaders and leadership styles
   iii. Culture and leadership

Unit objectives:
- Compare and contrast different theories in leadership
- Evaluate the model of servant-leadership
- Identify and reflect on one’s own leadership style
- Identify and explain levels of engagement
- Articulate leadership skills necessary for one’s chosen career path

D. Unit Four – Group Communication
   i. Types of groups
   ii. Communication networks
   iii. Cultural communication and group differences
   iv. Conflict in groups

Unit objectives:
- Analyze patterns of communication within one’s community partner organization
Distinguish individualist versus collectivist cultures and identify one’s own culture within this framework
Understand groupthink and its impact on decision making
Identify and map out effective strategies for addressing conflict

IV. METHOD(S) OF INSTRUCTION
A. Lecture
B. In-class discussion and group activities
C. Student participation in Service Learning project at an off-campus location

V. REQUIRED TEXTBOOK(S)
A. Required Text
   iii. Additional readings as assigned

B. Select readings from
   iii. Faculty will choose other pertinent readings as they relate to current events and topic material

VI. REQUIRED MATERIALS (student)
A. Reliable transportation to and from Service-Learning site

VII. SUPPLEMENTAL REFERENCES
A. Library Resources: present offerings and anticipated texts, journals, video/audio tapes, software, etc.

VIII. METHOD OF EVALUATION
A. Basic grading scale; 90% - 100% equals an A, 80% - 89% equals a B, etc.
B. Quizzes and miscellaneous assignments
C. In-class midterm exam
D. Class discussion, attendance, and participation
E. Written assignments
   i. Weekly journal
   ii. Reflective essays
F. End of semester/project celebration paper and presentation
IX. ADA STATEMENT DISABILITY ACCOMMODATION
A. Students with a physical, learning or psychological disability requiring accommodations may contact Sundaye Harrison in the Disability Support Services office at extension 3169 for more information on acquiring documentation necessary to receive accommodations.

X. ACADEMIC HONESTY STATEMENT
A. Any form of academic dishonesty, including, but not limited to, cheating or plagiarism will not be tolerated in this course. Any student caught cheating or plagiarizing will fail that assignment. This student also runs the risk of failing the course and being reported to the appropriate academic counsels.

XI. NON-DISCRIMINATION
A. Jefferson College is an equal opportunity/affirmative action institution. Any form of discrimination will not be tolerated. Individuals feeling he or she has been discriminated against are encouraged to refer to his/her student handbook for contact information and procedures for filing a grievance.