

COMM 367: Community Engagement and Service Learning - Spring 2019

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Location: ANN 310
 Day: Monday
 Time: 10-11:40am

Course Overview

Since USC's founding in 1880, it has reshaped South Los Angeles in both visible and non-visible ways. Moreover, recent completion of the USC Village – “a living and learning environment unlike any other in the greatest global city in the world” – confirms that USC shows no signs of slowing down in its altering of the physical and socio-cultural landscapes of South LA. Putting the debates about whether these changes are positive aside, you should be cognizant of the massive role your university plays in community and regional development. In short, being in this course provides you with the space to grapple with the following overarching questions: As members of the university, what does our relationship look like with the neighboring communities? Are we interlopers who come to South LA for an abbreviated period of time before heading elsewhere, or are we a permanent part of the city fabric? How can we bridge the academic/community divide in ways that advance our own development and benefit the communities right outside these gates?

In order to begin tackling these questions, this course requires you to engage with a community partner in the city of Los Angeles—in this case, a local high school. Through this equal partnership, you will start bridging University and classroom learning with “real world” experiences. In addition to facilitating engagement with the diverse community surrounding USC through critical media literacy, this course is designed to provide students with critical thinking and writing skills, and a thorough introduction to a variety of community issues. The professor will designate (and establish a formal working agreement with) a local school partner for the semester. A teacher at the school, as well as a USC professor, will evaluate student work.

Course Objectives

Students enrolled in this course will learn to:

- Employ tools that will help them gather information about and form a basic understanding of the local community based on its population.
- Collaborate with a local school, teacher, and students by
 - Listening, reflecting on, communicating with, and valuing the students with whom they interact.
 - Designing and deploying media literacy lesson plans (using www.criticalmediaproject.org) centered on identity issues
 - Creating a media-centered “project based learning” assignment reflecting on the local community
- See USC as part of the community, rather than elevated, distanced from, or in conflict with the community.
- Explore the role they can play as members of and participants in the community.
- Assess current and potential avenues for social change and DIY advocacy in relation to the community members (students and school) they are working with.

Ethical Guidelines: Responsibility, Conduct and Respect

Class meetings and visits to the designated LAUSD school should be safe spaces for both USC students and those who work/study at/visit the site. USC students must possess an open mind and sense of self-awareness with regard to their own identities (i.e. race/ethnicity, gender, age, class, sexuality, religious affiliation, ability, etc.), so as to not impose their ideas and values onto others. While on LAUSD premises, students are to follow the lead of the LAUSD teacher, respect the schedule (e.g., attend all visits and arrive on time), the subjects discussed, and the opinions of those they encounter. It is also crucial that Annenberg students exercise discretion when visiting the LAUSD classroom and interacting with the teacher and students. Students should view themselves as representatives of this course and project, the instructor, their peers, and USC. The LAUSD partner is relying on USC student participation, and it is important that Annenberg students are motivated, respectful and accountable.

LAUSD Requirements:

- LAUSD paperwork that establishes ground rules and standards of conduct
- “Working with Minors” training (by appointment with Jaime Carias, ASCJ Civic Engagement Coordinator, carias@usc.edu)
- Proof of TB test (for LAUSD)
- Students enrolled in this course are **required** to travel to specified a LAUSD campus (Bravo Medical Magnet, Communication and Technology School, or Dorsey High School). USC students must arrange their own transportation or be reimbursed for public transportation/ridesharing to travel between USC and the designated site.

Coursework:

- Complete background/contextual readings and reflections (3) as assigned.
- Participate in mandatory site visits to school (approximately 2-hour commitment, including travel time, per visit). Site visits are designed to promote cross-pollination between USC and designated high school.
- Observe and reflect on site visits to local LAUSD classrooms.
- Design lesson plans (6) that support instruction of CMP in local high school classroom.
- Write an end-of-term reflection, assessment, and evaluation of school visits and classroom experience with students.

Your grade will reflect the quality of assignments you complete, your professional adherence to mutually agreed upon schedule and attendance as well as each aspect of the course listed below. The LAUSD teacher will help me evaluate your work. Additional details will be provided about the following assignments during the course of the semester:

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| ● In-class Activities (Participation) | 10% |
| ● School visits | 10% |
| ● Population survey and analysis, 5 pages (based on local school area) | 15% |
| ● Reading reflections (3 total, 2-3 pages each) | 15% |
| ● Classroom observation notes | 5% |
| ● Lesson plans | 15% |
| ● PBL prompt, 2 pages | 10% |
| ● Final reflection paper, 5-7 pages | 20% |

Course Grading Policy:

Grades will be assigned as follows:

- A outstanding, thoughtful and insightful work and analysis, showing an ability to think beyond the basic course material.
<A grade of A+ (97-100) *may* be given to *individual* assignments in *rare* instances where expectations are exceeded.>
- A-/B+ above average work, demonstrating effort and keen understanding of conceptual ideas and their relation to work in the community site
- B/B- average work, needs improvement on ideas and argument
- C+/C shows little effort, lacks clarity and/or argument
- C- & below fulfilling the bare minimum and showing little understanding of the material

Each assignment will be worth 100 points and will be converted to a percentage score depending upon the weight assigned to each. Your percentage scores on the assignments will be totaled and translated to a letter grade as per the scale shown below:

A+	= 97-100 (only possible on individual assignments)		
A	= 96-94	C	= 76-74
A-	= 93-90	C-	= 73-70
B+	= 89-87	D+	= 69-67
B	= 86-84	D	= 66-64
B-	= 83-80	D-	= 63-60
C+	= 79-77	F	= 59-00

If you have concerns regarding a grade on a given assignment, you must first wait 24 hours (cooling off period) before appealing it in writing, stating the reasons why you feel the grade is inaccurate. All concerns should be addressed within 10 days of receiving the graded assignment. After that, no appeals will be accepted for review and the grade will be considered final.

School Schedules

Students will work with Professor Lopez & Jaime Carias to coordinate site visits that align with one of the following schools near USC campus.

Dorsey High School/Robyn Charles/3537 Farmdale Ave, Los Angeles, CA 90016

Bravo Medical Magnet School/Mike Sinclair/ 1200 Cornwell St, Los Angeles, CA 90033

Communication and Technology School/Enrique Legaspi/ 6100 S Central Ave, Los Angeles, CA 90001

Tentative Weekly Schedule

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 1/7	Introduction to Community Engagement Research & Overview of Research Toolkits	In class: Ernest L. Boyer, "Creating the New American College" MetaConnects toolkit + Data Center Research for Justice "Research Methodologies Comparison Sheet"	
Week 2 1/15	Community Engagement & Service Learning via Critical Media Literacy	Randy Stoecker, "The Goose Approach to Research" in <i>Research Methods for Community Change: A Project-Based Approach</i> Critical Media Project, " Why Identity Matters "	Stoecker reading reflection due 1/5
Week 3 1/21	Volunteerism & Mutual Expectations ("Working with Minors" required training)	Douglas Kellner and Jeff Share, "Critical media literacy, democracy, and the reconstruction of education" Henry Jenkins, " Introducing the Critical Media Project: An Interview with Alison Trope "	Kellner/Share reading reflection due 1/21
Week 4 1/29	Social Change in Local Schools Guest: Enrique Legaspi	Ernest Morrell, et. al. excerpt from <i>Critical Media Pedagogy: Teaching for Achievement in City Schools</i> Critical Media Project, " Race/Ethnicity Overview "	Morrell reading reflection due 1/29 ALL required paperwork and training for LAUSD must be turned in/completed by 1/29
Week 5 2/4	Civic participation in localized communities	N. Chen, F. Dong, J. Huang, J., S. Ball-Rokeach, M. Parks, "Building a new media platform for local storytelling and civic engagement in ethnically diverse neighborhoods." Jeff Chang, "Vanilla Cities and Their Chocolate Suburbs: On	

		Resegregation”	
Week 6 2/11	Advocacy, Visual Culture, & Social Change	Jesse McCarthy, “ The Work of Art in the Age of Spectacular Reproduction ” Sangita Shrestova & Henry Jenkins, “ From Voice to Influence: An Introduction ”	Population Analysis due 2/11
Week 7 Week of 2/18	Observation visit	Meet and greet + observation Teacher Pre-Surveys	Lesson 1 due 2/19
Week 8 Week of 2/25	Lesson #1 visit	Introduction CMP & Identity	Lesson 2 due 2/25
Week 9 Week of 3/4	Lesson #2 visit	Media Representation Analysis #1	Lesson #3 due 3/4
Week 10 3/11	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week 10 Week of 3/11	Lesson #3 visit	Media Representation #2	Lesson #4 due 3/11
Week 11 Week of 3/18	Lesson #4 visit	Media Industries	Lesson #5 due + prompt due 3/18
Week 12 Week of 3/25	Lesson #5 visit	Advocacy & Storytelling for Change	Lesson #6/ workshopping plan due 3/25

Week 13 Week of 4/1	Lesson #6 visit	I Too Am/Representing My Community (workshopping final projects) Teacher Post-Survey	
Week 14 Week of 4/8	TBD		
Week 15 Week of 4/15	LAUSD Spring Recess	LAUSD Spring Recess	LAUSD Spring Recess
Week 16 Week of 4/22	ASCJ final reflection meeting	LAUSD student projects due	High Schools visit USC and showcase final projects; panel discussion TBA
FINAL EXAM PERIOD			Final reflection paper due Monday May 6 by or before 10am

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu