USC Annenberg

COMM 367: COMMUNITY ENGAGEMENT+SERVICE LEARNING
Fall 2023
ANN 211 + REQUIRED off-campus site visits at community partner
4 units

Professor: Alison Trope, Ph.D.
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Office hours: by appointment

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 sociocultural 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 local schools to co-develop and facilitate a critical media literacy curriculum with and for K-12 youth. In collaboration with Critical Media Project, this course prepares USC students to critically examine community engagement theory and practice, learn and apply critical media literacy, and historically contextualize university-community partnerships and service learning. Through this partnership, you will start bridging University and classroom learning with "real world" experiences. The professor will designate (and establish a formal working agreement with) a community partner (school or after-school program) for the semester and, in collaboration with the community partner, will evaluate student work.

Students enrolled in this class will travel offsite seven times during the semester as scheduled in syllabus to work with local schools (approximately 3 hours, including travel).

Note: This course is an elective in Annenberg's Justice Voice and Advocacy minor. It also applies two of the School of Communication's program learning objectives:
- Apply communication principles and theories to address complex real-world problems impacting diverse communities
- Cultivate and shape communication based on principles of justice, fairness, access, and equity with the aim of amplifying the voices and visibility of marginalized groups

Course Objectives
Students enrolled in this course will learn to:
- Gather and analyze information about and form a basic understanding of the local community based on its population.
- Collaborate with a community partner by

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- o Listening, reflecting on, communicating with, and valuing the students with whom they interact.
- o Co-designing and executing a project (in collaboration with community partner) to serve the community
- Reflect on and engage with 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 advocacy in relation to the community members (youth and school) they are working with.

Ethical Guidelines: Responsibility, Conduct and Respect
Class meetings, visits and interactions with the community partner 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. As such, cultivating an intentional, mutually respectful, self-reflexive environment rooted in democratic participation—where disagreement is not a personal attack, antagonistic or hostile—is key. While on community site premises, students are to follow the lead of the supervisor/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 community site and interacting with the community partner. Students should view themselves as representatives of this course and project, the instructor, their peers, and USC. The community partner is relying on USC student participation, and it is important that Annenberg students are motivated, respectful, and accountable.

Requirements
- As required, school paperwork that establishes ground rules and standards of conduct
- As required USC youth protection *training* (via video—"Duty to Report") and signed [Acknowledgement Form](#)
- As required, proof of TB test and fingerprinting/Live Scan
- Students enrolled in this course must be *willing and able to travel to specified/assigned high school* campus **7 times** during the semester. USC students will use their own transportation or reimbursed public transportation/ ridesharing to travel between USC and the designated site. If a student anticipates an absence, they are responsible for letting the school partner know 24 hours in advance and coordinating a make-up visit. Missing a site visit without an excused absence or requisite communication with the school partner will result in a zero for that day.

Coursework:
- Complete background/contextual readings, reflections and presentations as assigned.
- Participate in **mandatory site visits** to school (approximately 2-3 hour commitment, including travel time, per visit 7 times during the semester). Site visits are designed to promote cross-pollination between USC and designated school, and require brief reflections in site journal.
- Write population analysis.
- Present on Assigned Curriculum Courseware
- Personalize lesson plans that facilitate and support instruction of critical media literacy in local school classroom.
- Write an end-of-term reflection, assessment, and evaluation of school visits and classroom experience with students (based on teaching experience and exit cards).

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 community partner will help evaluate your work.

Additional details will be provided about the following assignments during the course of the semester:
- Site visits (attendance, participation, site reflections)   15%
- Population survey and analysis, 5 pages (based on community site location)   15%
- Reading reflections (4 total, 1-2 pages each)   20%
- Reading and Curriculum Presentations (5% each)   10%
- Lesson plans; project prompt; peer partner workshopping   25%
- Final reflection paper (5-7 pages)   15%

TOTAL   100%

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- and 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 TBD
Students will work with Professor Trope to coordinate site visits that align with designated participating schools near USC campus.

Tentative Weekly Schedule: please note the schedule may change depending on assigned school partners.

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 8/23	Introduction to Community Engagement and Service Learning	READ (in class) Ernest L. Boyer, "Creating the New American College" Michelle Zacarias, "COMMENTARY: USC should work with anti-gentrification coalitions" (CALÓ News, 3/23/23) USC Guidelines for Interacting With Minors EXPLORE (in class) Community Toolbox Urban Justice Center's Research for Organizing Toolkit Design Justice Network	Student schedules/availability due by 8/28
Week 2 8/30	Critical Media Literacy in Community Engagement	Douglas Kellner and Jeff Share, "Critical media literacy, democracy, and the reconstruction of education" REVIEW Critical Media Project Site/READ: Why Identity Matters Trope, Johnson, Demetriades, "Media, Making & Movement: Bridging Media Literacy And Racial Justice Through Critical Media Project" Jimmeka Anderson, "Representation and Missed Representation" Tara Yosso, "Critical Race Media Literacy: Challenging Deficit Discourse About Chicanos"	Reading Reflection #1 due (Kellner or Yosso) Reading presentations (via signup)

Week 3 9/6	Community Engagement & Getting Proximate	Randy Stoecker, "The Goose Approach to Research" in *Research Methods for Community Change: A Project-Based Approach* Santiago-Oritz, A. "From Critical To Decolonizing Service Learning: Limits and Possibilities of Social Justice Approaches to Community Service Learning" Donna Bickford & Nedra Reynolds, "Activism and Service Learning: Reframing Volunteerism as Acts of Dissent" (Pedagogy, Spring 2002) WATCH (in class): Bryan Stevenson speech at Obama Foundation Summit	Reading Reflection #2 due (Stoecker or Bickford et al) Reading presentations (via signup)
Week 4 9/13 **GUEST: Jimmeka Anderson, Founder Black Girls Film Camp**	Social Problems and Interventions: A Critical Assessment	bell hooks, "Embracing Change: Teaching in a Multicultural World" Tara Yosso, "Whose Culture Has Capital: A Critical Race Theory Discussion of Community Cultural Wealth" Ernest Morrell, et. al. excerpt from Critical Media Pedagogy: Teaching for Achievement in City Schools Nicole Mirra and Antero Garcia, "I Hesitate But I Do Have Hope: Civic Literacies for Troubled Times" Case and Hunter, "Counterspaces: A Unit of Analysis for Understanding the Role of Settings in Marginalized Individuals' Adaptive Responses to Oppression"	ALL required paperwork and training must be turned in/completed Reading reflection #3 due (Morrell et al or Case/Hunter) Reading presentations (via signup)
Week 5 9/20	Doing Participatory Action Research	Nicole Mirra, Antero Garcia excerpts from *Doing Youth Participatory Action Research* John Kucsera, Genevieve Siegel-Hawley, Gary Orfield, "Are we Segregated and Satisfied? Segregation and Inequality in	Reading reflection #4 due (Mirra/Garcia) Curriculum Presentations (in teams)

| | | Southern California Schools" Urban Education

Download LAUSD School Accountability Report Card for assigned neighborhood school | Reading presentations (via signup)

Curriculum models will be assigned to students for review. |
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| **Week 6 9/27**

GUEST: Enrique Legaspi, Assistant Principal Ambassador School for Global Leadership | Mapping Los Angeles Communities | WATCH/READ: Mike Sonksen, [The History of South Central Los Angeles and Its Struggle with Gentrification](#)

Sahra Sulaiman, "[Art, the Crenshaw/LAX Line and the Stories We (Don't) Tell at Train Stations](#)"

Laura Pulido, Laura Barraclough, & Wendy Cheng, "Introduction to *A People's Guide to Los Angeles.*"

Excerpts, from *Latitudes: An Angeleno's Atlas* | Population Analysis due 10/1

Curriculum Presentations (in teams) |
| **Week 7 Week of 10/2** | Site visit + Initial Observation

Civic Imagination | Excerpt from Gabriel Peters-Lazaro and Sangeeta Sherastova, *[Practicing Futures: A Civic Imagination Handbook](#)* (Chapter 1) | Lesson 1 Due by Sunday 10/8

Site visit/field work Notes |
| **Week 8 Week of 10/9**

(Fall Break 10/12-13)*

*if your site visit is scheduled during fall break, please make arrangements to reschedule | Site Visit/Field work #1

Environmental and Food Justice | CHOOSE ONE:

Garrett Broad, "In a Community Like This"

Laura Pulido, "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California" | Lesson 2 due by Sunday 10/15

Site visit/field work Notes |
| **Week 9 Week of 10/16** | Site Visit/Field work #2

Community Issues: My WHY | TBD: based on student engagement with school partners from site visit #1; topics may include
• Gentrification
• Environmental justice
• Educational access | Lesson 3 Due by Sunday 10/22

Site visit/field work Notes |

Week 10 **Week of** **10/23**	Site Visit/Field Work #3 Community Issues: My WHY	TBD: based on student engagement with school partners Review CMP DIY prompts Review Critical Makers Lab projects	Lesson 4 + project prompt due by Sunday 10/29 Site visit/field work Notes
Week 11 **Week of** **10/30**	Site Visit/Field Work #4 Youth Media: My WHY	WATCH two films from Girls Voices Now (scroll down page) Carmen Gonzalez, "Teaching Across Difference Through Critical Media Production"	Lesson 5 due by Sunday 11/5 Site visit/field work notes
Week 12 **Week of** **11/6**	Site Visit/Field Work #5 Youth Media: My WHY	LISTEN: two podcasts (of your choosing) from YR Media Peer partner workshopping	Lesson 6 due by Sunday 11/12 Site visit/field work notes
Week 13 **Week of** **11/13**	Site Visit/Field Work #6 Youth Media: My WHY	LISTEN two stories of your choosing: Youth Takeover Peer partner workshopping	Lesson 7 due by Sunday 11/26 Site visit/field work notes
Week 14 **Week of** **11/20**	Thanksgiving: no meetings this week	Thanksgiving	
Week 15 **Week of** **11/27**	Site Visit/Field Work #7	Site Youth Final Project Support	Site Youth Final Projects Due Site visit/field work notes
FINAL EXAM PERIOD 12/6-12/13	Community partner showcase (TBD 12/4-5)		Final reflection paper due (in lieu of exam) **DUE December 11, by 11 am**

Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class is prohibited without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is also prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether

obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](), page 13).

Generative Artificial Intelligence (AI) Use Policy

Generative AI (such as ChatGPT, Bard, Claude and many others) is a tool which offers opportunities and raises concerns. As the technology rapidly evolves and as students of communication we need to be thoughtful and ethical consumers/users of the technology. For our class, there may be times when it is appropriate to use AI, such as for brainstorming topic ideas. But please keep in mind some important notes when using generative AI:

> 1. You must **give credit** to the specific AI used in your assignment. Check Blackboard and the specific assignment instructions for information about how to do that appropriately. Failing to cite AI use is an academic integrity violation and will be treated as such, with potentially serious consequences.

> 2. Generative AI often is incorrect and gives **misinformation.** You cannot rely on AI output; you must check for accuracy.

> 3. The **quality and nature of the prompts** shapes the quality of the output of generative AI. As these tools develop, our skills in "conversing" with them will need to change and grow too.

> 4. AI should never be a substitute for your own **thoughtful, critical contributions** to the subject matter. ***Expressing oneself through writing is an important part of learning, refining thought, and demonstrating understanding that cannot be ceded to AI tools.***

These are just a few of many considerations that are important for us to collectively ponder and consider. If you have questions or thoughts on any of these policies, please share them.

Please see [USC's Using Generative AI in Research]() for information on citations, limitations and warnings and ethical considerations.

Other Student Conduct Areas

Please ask me if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts. Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services]() (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not

retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

[*Annenberg Student Success Fund*](#)
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

[*Annenberg Student Emergency Aid Fund*](#)
Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

[*Counseling and Mental Health*](#) - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[*988 Suicide and Crisis Lifeline*](#) - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[*Relationship and Sexual Violence Prevention Services (RSVP)*](#) - *(213) 740-9355(WELL) – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*](#) - *(213) 740-5086*
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[*Reporting Incidents of Bias or Harassment*](#) - *(213) 740-5086 or (213) 821-8298*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[*The Office of Student Accessibility Services (OSAS)*](#) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[*USC Campus Support and Intervention*](#) - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[*Diversity, Equity and Inclusion*](#) - *(213) 740-2101*
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

TrojansAlert
TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Visit the website to sign up.

Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

ITS Customer Support Center (CSC): (213) 740-5555
The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

Violence-Free Campus
Visit the website to read more about prohibited behaviors, reporting responsibilities and where to report.

Student-Athlete Travel Excuse Letters
Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to make arrangements for a make-up of any missed assignments or exams. Please refer to the SAAS site where they detail travel and travel excuse letters.

Add/Drop Dates for Session 001
(15 weeks: 8/21/2023 – 12/1/2023; Final Exam Period: 12/6-13/2023)
Link: https://classes.usc.edu/term-20233/calendar/
Last day to add: Friday, September 8, 2023
Last day to drop without a mark of "W" and receive a refund: Friday, September 8, 2023
Last day to change enrollment option to Pass/No Pass or Audit: Friday, September 8, 2023 [All major and minor courses must be taken for a letter grade.]
Last day to add/drop a Monday-only class without a mark of "W" and receive a refund or change to Audit: Tuesday, September 12, 2023
Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, October 6, 2023 [Mark of "W" will still appear on student record and STARS report and tuition charges still apply.

*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]
Last day to drop with a mark of "W": Friday, November 10, 2023