**CAPSTONE: COMMUNICATION, DEMOCRACY, & CIVIC ENGAGEMENT**

**SPC 4271-001 /3 CREDIT HOURS**

**FALL 2016**

**Instructor:** Dr. D. Poole **Office:** CU 226

**Time:** 11:00am-12:20pm, Tues &Thurs **Email:** dpoole3@fau.edu

**Place:** CU 121 **Phone:**  (561) 297-3850

**Hours:** Tues & Thurs 9:30-11:00am/12:30-1:00pm

# *“Everybody can be great because anybody can serve.”* Dr. [Martin Luther King, Jr.](http://www.goodreads.com/author/show/23924.Martin_Luther_King_Jr_)

**REQUIRED TEXT:**

Cress, C.M., Collieer, P.J., and V. L. Reitenauer. Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Virginia: Stylus Publishing, 2013.

**SUGGESTED TEXT:**

Gibaldi, Joseph and Walter S. Achtert. (2009) MLA Handbook for Writers of Research Papers.

(7th ed.) New York: The Modern Language Association of America.

**PURPOSE OF THE COURSE:**

This is one of the capstone courses for seniors in communication studies. As such, the class provides the experienced student of communication with an opportunity to reflect on disciplinary concepts and to examine the influential role communication plays in nurturing democratic practices, recognizing and valuing diversity, and promoting active, responsible citizens. In addition, this course also provides an opportunity for students to transform theory into practice by engaging in a semester long civic engagement project. The project provides seniors in communication studies with a focused task that requires expertise in communication to real world practice.

--Introduction to Communication and Civic Life (COM 2053) is a prerequisite for this course.

--This course fulfills the capstone requirement for Communication Studies majors.

--This course also counts toward the Certificate in Peace Studies.

**METHOD:**

This course uses traditional lectures, discussion, exams, class activities, student presentations, and a civic engagement/service learning component. The civic engagement service learning project will allow students to engage in problem solving activities, thereby enhancing deep learning and promoting critical thinking. It should demonstrate how concepts and skills learned in the communication classroom apply to larger communities and function to encourage democratic practices and civic engagement.

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**THE COURSE OBJECTIVES INCLUDE:**

1. Exposure to key concepts of communication and culture, and the significance of understanding diverse audiences to effectively convey and receive ideas and information.
2. Identify individual and group needs, values, and norms for building community, and establishing ethical standards across cultures for facilitating public dialogues.
3. Observe the nature of leadership and communication, the capacity to assume appropriate leadership roles, and develop practical and career applications to examine issues rationally, logically, and coherently.
4. Think critically about current issues in order to enhance students' intercultural understanding and competence through better communication and leadership skills; with particular emphasis on effective public participation.

1. Gather information and develop strategies for effective audience adaptation practices; based upon the societal context or environment in which students live and/or work.
2. Motivate students to continue learning, exploring and expanding their personal, civic and professional knowledge and skills through relevant service-work in the community.

**COURSE REQUIREMENTS:**

EXAMS:

Four exams will be given. Only three will count toward your final grade. If you miss an exam, the other three will automatically become your top three exam grades. If you take all four exams, your top three exams will be used. It is strongly suggested that you take all four exams. Exams will cover both text and lecture material. Because you have the option to drop one exam, NO MAKE-UP OR ADVANCE EXAMS WILL BE GIVEN. Exams will consist of multiple choice, identifying terms, fill in the blank, matching, and short essays. The final exam is cumulative.

SERVICE LEARNING PROJECT AND RESEARCH PAPER:

In order to demonstrate their communication competence in a diverse society, students must successfully demonstrate an ability to apply the methods and theories they have learned to an empirical research problem/question. The application will take the form of a final *written* Research Paper (on a topic approved by the Instructor) and an *oral* Presentation; whereby, encouraging their peers/audience to become *Change Agents* impacting their local communities and/or society-at-large. The Research paper must be presented in-class towards the end of the semester. Students will address three major aspects throughout their research project and presentation: (a) *knowledge* of the issue/problem, (b)*motivation* (for self and others) to learn about the issue/problem, and (c) *skills*necessary for improving the issue/problem and for promoting change. A lecture will be forthcoming on how to prepare a *Service Learning Project*. During the oral presentation, students will demonstrate the ability to relate their topics to their audience. Each student is responsible for providing the Instructor with the following: (1) a summary of your research paper, (2) the research paper, and (3) detailed outlines of the oral presentations (both Individual and Group).

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GROUP DISCUSSION LEADERS: Students will lead one weekly discussion of a section/chapter selected from the *Learning Through Service* textbook. This means you need to develop questions on the reading, and lead a discussion. Students will submit a study guide or outline of the section/chapter; which will be distributed to the class on the day of the students' Discussion Leaders presentation day. More information forthcoming.

ATTENDANCE/PARTICIPATION: Weekly attendance is expected. Students' participation includes the following: in class discussions, completion of class exercises and activities, demonstrations, and homework assignments. In that DISCUSSIONS, EXCERISES, AND CLASS ASSIGNMENTS CANNOT BE MADE UP, failure to attend and participate may severely impact your final grade. Described on the following pages are the lecture topics for each class period in the semester. These items are listed under assignment. Note the minimum expectations are that you would have read the assignment before coming to class. Each student is expected to prepare for and participate in discussions that take place in class. Preparation includes reading the assigned chapters, and coming to class with a prepared question, comment or statement about what is said in the text, and the extent to which it does or does not match your experience. Class is mandatory on those days designated as *Service Learning Project* days on the class schedule. Partial or complete absences on those days will result in the lowering of your final grade. For example, if your final grade is a B and you have missed one partial or complete day, your final grade will be dropped to a B-. If you have a second partial or complete absence from class on a *Service Learning Project* day this will result in the lowering of your final grade to two levels. For example, if your final grade is a B and you missed two *Service Learning Project* days, your final grade will be dropped to a C+. Three absences will result in a level drop of C, four absences to a level of C-, etc. Legitimate and verifiable excuses are at the discretion of the Instructor. If a student has a university-approved absence(s) and/or observing a religious holiday(s) the student will be permitted to make-up the class assignment(s).

**ASSIGNMENT FORMAT:** Please use a computer for out-of-class assignments, unless otherwise indicated. Use a clear and concise communication style. The style manual for this course is the MLA Handbook.

**DISABILITY POLICY STATEMENT:**

In compliance with the Americans with Disabilities Act (ADA) students who require reasonable accommodations due to a disability to properly execute course work must register with the Office for Student Accessibility Services (SAS) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) – and follow all OSD procedures.

**CODE OF ACADEMIC INTEGRITY POLICY STATEMENT:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations 4.001. <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>.

**HOLIDAYS:** September 5th Labor Day, October 10th – 11th Fall Break, November 11th Veteran’s Day, November 24th – 27th Thanksgiving Recess

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**PLAGIARISM:** In the university environment, academic misconduct is a serious matter whose consequences for the offender include mandatory reporting of any offense to the Committee on Academic Misconduct, a zero on any assignment(s) involved, and loss of credibility with the faculty member whose course the infraction was committed. Academic misconduct includes plagiarism, cheating on examinations, providing work to other

students that should be authored by them or accepting such work. If you have any questions of the propriety of the academic behavior you are considering, see me for advice. Plagiarism is a serious offense and will not be tolerated. Each assignment should be original and done completely by each student. Students should read and follow the plagiarism policy as outlined in Florida Atlantic University’s 2016-17 Catalog.

**GRADING CRITERIA\*:**

Exam #1 100 points

Exam #2 100 points

Exam #3 100 points

Exam #4 100 points

Service Learning Project: Group Project 100 points

Service Learning Project: Individual Research Paper 100 points

Class Discussion Leader & Study Guide/Outline 100 points

Total \*600 points (Lowest exam score is dropped.)

**600 POINTS GRADE DISTRIBUTION:**

A = 564-600 B+ = 522-539 C+ = 462-479 D+ = 402-419

A-= 540-563 B = 498-521 C = 438-461 D = 378-401

B- = 480-497 C- = 420-437 D- = 360-377

F = 359 and below

**100 POINTS GRADE DISTRIBUTION:**

A = 94-100 B+ = 87-89 C+ = 77-79 D+ = 67-69

A-= 90-93 B = 83-86 C = 73-76 D = 63-66

B- = 80-82 C- = 70-72 D- = 60-62

F = 59 and below

**EXPECTATIONS ABOUT LIBRARY USE:** Each student is expected to use the library to do research in support of relevant assignments.

### “THE BUDDY SYSTEM”

### BUDDY #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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### BUDDY #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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### BUDDY #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**DO'S AND DON'TS FOR CLASSROOM SUCCESS**

**A.**  TURN OFF ALL CELL PHONES, BEEPERS AND ELECTRONIC DEVICES BEFORE ENTERING THE CLASS. Each time your cell phone or beeper “rings”/’beeps’ during the class, you will receive “-1 pt” deducted from your final grade.

**B.** DO NOT WALK IN FRONT OF THE INSTRUCTOR OR THE PERSON LECTURING. If you arrive late to class or must leave early, please enter or depart from the rear of the classroom.

**C**. NEVER TALK ON YOUR CELL PHONE DURING CLASS. If you are expecting an emergency call, talk with the person prior to or after the class.

**D**. NO EXTRA CREDIT WILL BE GIVEN IN THIS CLASS, *so Don’t ask!*IF YOU ARE LATE OR ABSENT FROM CLASS(ES), YOU CANNOT MAKE UP THE EXAM(S) OR THE ATTENDANCE POINTS, *so Don’t ask!*

**E.** IF YOU ARE LATE OR ABSENT FROM CLASS(ES), IT IS YOUR RESPONSIBILITY TO OBTAIN THE CLASS NOTES, ASSIGNMENTS, AND OTHER PERTINENT INFORMATION FROM YOUR “BUDDIES.” If your buddies drop the class, you should obtain “new” buddies.

**F.** IF YOU KNOW, BELIEVE, FEEL, OR THINK YOU ARE GOING TO BE LATE AND/OR ABSENT FROM CLASS ON A FREQUENT BASIS (i.e., due to your work schedule, personal illness, family illness, family crisis, transportation problems, etc.), IT IS RECOMMENDED THAT YOU DROP THE COURSE AND RESCHEDULE THE CLASS WHEN LIFE’S CIRCUMSTANCES PERMIT YOU TO ATTEND. Failure to attend and participate “in class” may severely impact your final grade.

**G.** YOU CANNOT TAKE EXAMS PRIOR TO OR AFTER THE ASSIGNED DATES/TIMES WRITTEN ON THE SYLLABUS. This includes students enrolled in my *Intercultural Communication* class.

**H.** NO AUDIO AND/OR VIDEO RECORDINGS OF ANY KIND ARE PERMITTED IN THIS CLASS (i.e., lectures, discussions, activities, group presentations, etc.).

**I.** DO NOT HAVE SIDE-BAR CONVERSATIONS IN CLASS. Be open, courteous, and demonstrate respect when your Instructor and fellow classmates are speaking—in order to permit everyone to hear the lecture and class discussions.

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**FALL 2016**

**DATE TOPIC ASSIGNMENTS**

Aug 23rd – Aug 25th Introduction and Overview Exercises/Assignments

Why A Book About Learning Through Chapter 1 (LTS)

Serving? What Is Service Learning? Exercises/Assignments

*Discuss Research Project*

*How To Use The MLA Format*

Aug 30th – Sept 1st Building and Maintaining Community Chapter 2 (LTS)

Partnerships Exercises/Assignments

*Select Members and Chapters for*

*Discussion Leaders Activity*

*Discuss Topics for Research Project*

Sept 6th – Sept 8th Becoming Community: Chapter 3 (LTS)

Moving From I To We Exercises/Assignments

*Individual Top Picks for Research Projects*

*Select Topics for Research Projects*

Sept 13th – Sept 15th Groups Are Fun, Groups Are Not Fun Chapter 4 (LTS)

*Preparing The Research Presentation* Exercises/Assignments

*How To Do A Group Presentation*

*Review for Exam #1*

Sept 20th – Sept 22nd **EXAM #1 EXAM #1, TUES, SEPT 20th**

Creating Cultural Connections Chapter 5 (LTS)

Discussion Leaders #1 Exercises/Assignments

*Library Sources Assignment*  Group Meetings

Sept 27th – Sept 29th Reflection in Action: Chapter 6 (LTS)

The Learning-Doing Relationships Exercises/Assignments

Discussion Leaders #2 Group Meetings

*Library Sources Due*

Mentoring Chapter 7 (LTS)

Discussion Leaders #3 Exercises/Assignments

*Outlining the Individual Presentation* Group Meetings

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**DATE TOPIC ASSIGNMENTS**

Oct 4th – Oct 6th Leadership and Service Learning Chapter 8 (LTS)

Discussion Leaders #4 Exercises/Assignments

*Preliminary Individual Outlines Due* Group Meetings

*Review for Exam #2*

**EXAM #2 EXAM #2, THURS, OCT 6th**

Oct 11th – Oct 13th *NO CLASSES TUES, OCT 11th* **FALL Break**

Failure With The Best Of Intentions Chapter 9 (LTS)

Discussion Leaders #5 Exercises/Assignments

*How To Do A Group Outline*  Group Meetings

Expanding Horizons Chapter 10 (LTS)

Discussion Leaders #6 Exercises/Assignments

*Member Assignment Sheets Distributed* Group Meetings

Oct 18th – Oct 20th Beyond A Grade Chapter 11 (LTS)

Discussion Leaders #7 Exercises/Assignments

*Preliminary Group Outlines Due* Group Meetings

Global and Immersive Service Learning Chapter 12 (LTS)

Discussion Leaders #8Exercises/Assignments

*Member Assignment Sheets Returned* Group Meetings

Oct 25th – Oct 27th Start Anywhere, Follow It Everywhere Chapter 13 (LTS)

Discussion Leaders #9 Exercises/Assignments

*Review for Exam #3 and Final Exam* Group Meetings

**EXAM #3** **EXAM #3, THURS, OCT 27th**

Final In-Class Group Meetings

Nov 1st – Nov 3rd Service Learning Projects Exercises/Assignments

Group #1 and Group #2

Nov 8th – Nov 10th Service Learning Projects Exercises/Assignments

Group #3 and Group #4

Nov 15th – Nov 17th Service Learning Projects Exercises/Assignments

Group #5 and Group #6

*Review for Final Examination &*Wrap-Up

Nov 22nd  **RESEARCH PAPERS DUE TUES, NOV 22nd**

Dec 7th Reading Day

Tues, DEC 13th **FINAL EXAM**  **EXAM #4 TUES, DEC 13th**

**10:30AM-1:00PM**

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*DISCUSSION LEADERS ACTIVITY*

*LEARNING THROUGH SERVICE TEXTBOOK (CHAPTER #\_\_\_\_\_)*

*MEMBERS:*  *CONTACT INFORMATION:*

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*CHANGE AGENTS—SERVICE LEARNING PROJECT (GROUP # \_\_\_\_\_\_\_)*

*MEMBERS:*  *CONTACT INFORMATION:*

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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