FYS 1000 (68): “Community-Based Learning with Non-Profits for Social Change”  
Professor: Dr. Nina M. Lozano-Reich 
Writing Instructor: Dr. Stella Setka 
Tues./Thurs. 3:00-4:15  
Fall, 2013, St. Robert’s Hall, 104

Contact Information:

Dr. Nina M. Lozano-Reich  
Office Hours: Mondays and Wednesdays 1:30-2:30, Fridays 12:00-2:00, and by appointment ☑️
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Dr. Stella Setka  
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Office: UHALL 3221  
Office Phone:  
Email: professorsetka@gmail.com

As this course, as a First Year Seminar, must meet University standards of writing learning outcomes, all students are REQUIRED to meet with Dr. Setka, our writing instructor, at least twice during the semester (once during Weeks 4 & 5, and once between Weeks 13 & 15).

In addition, because this course is a CBL course, and must adhere to University CBL standards, each student is required to complete 20-40 service hours, outside of the classroom, with your community parter/non profit.

Dr. Setka/Course writing component requirements:  
Students are required to meet once, prior to the due date of each critical reflection paper, in Dr. Setka’s office hours. Some office hours may be held virtually, utilizing MYLMU Blackboard Connect (more specific information to follow). At least two days prior to the meeting about your paper, you must email the paper to Dr. Setka, so that she may have ample time to review and provide suggestions for revisions. Dr. Setka will be utilizing the software program “Track Changes.” All papers must adhere to the most recent version of the APA manual.

Required Texts/Readings:

APA Manual.

Additional course reading: The course readings are compilation of scholarly community-based learning essays, which function to supplement and extend your textbook. Readings address the relationship between community-based learning, social justice and social change. The course readings will be made available via My LMU Connect/Class Blackboard.

**Course Rationale and Learning Objectives:**

Traditionally, community-based learning and service are distinct from courses of political action and social change. This course focuses on how hands-on community-based learning experiences and skills can act as a vehicle for just social change. Consequently, after the completion of this course, students will have garnered an understanding of the significant relationship between community-based learning, non-profit organizations, and social change. Students will gain hands-on experience in helping organizations create change from a social justice perspective. In so doing, students will gain Communication Studies theoretical and practical knowledge in the non-profit sector from community-based learning and social change perspectives.

As part of the LMU FYS experience, students will also be responsible for completing the University Core FYS writing emphasis. Throughout the semester, various learning objectives and outcomes, will be stressed, through various course assignments, activities, and meetings with Dr. Setka, our class-writing instructor. More information regarding this course’s writing requirements is detailed below.

**Community-Based Learning Component:**

In line with Loyola Marymount University’s Center for Service and Action, the service-learning component of this course will enable us, pedagogically, to engage in service-learning projects and activities, guided reflection, critical analysis and deliberation and action. Thus, the service-learning component of this course functions to meet students’ service and not-for-profit objectives, the university mission and needs of the larger community. Students will spend between 20 and 40 semester hours working closely with community organizations, in order to serve communities to create just social change.

You will be choosing a social justice topic, of your preference. **All social justice foci must be approved by Dr. Reich.** Students will then choose a local non-profit to conduct their project and direct-based service work. **AGAIN, ALL COMMUNITY PLACEMENTS MUST BE APPROVED BY DR. REICH AND LMU’S CENTER FOR SERVICE AND ACTION.** A list of possible community partners is attached to this syllabus. Once the community partner and social justice topic has been approved, a
contract for the community service hours will be signed by you, Dr. Reich, LMU’s CSA, and your community partner. Additionally, midway through the semester, your service work will be assessed by your community partner’s director. You will also have an opportunity to formally review your community partner. The contracts and the assessment instruments will be distributed on Thursday August 29.

**Participation:** You are expected to demonstrate active involvement in class activities. This includes regular attendance and participation in discussions, readings, and service-learning projects. Keep in mind that personal experiences are examples of, or a springboard for more in-depth critical and theoretically-driven discussions of the issues presented. For instance, if you make a comment, be prepared to engage it critically. You are responsible for all work covered in this class, whether you are here or not. If you miss a class, it is your responsibility to contact the professor regarding class assignments, notes, handouts, changes in schedule, and so on.

**Preparation:** You are expected to read the assigned readings and complete assigned activities prior to class. You should also bring your assigned readings to each class meeting.

**Detailed Course Requirements:**

**Exam:** There will be one midterm in this course. In order to reach as many different learning styles as possible, I will include a combination of several different types of exam questions—true/false, multiple choice, short answer, and essay. The exam questions will be constructed to stimulate you to think critically and to demonstrate your skills and applied knowledge, as opposed to mere memorization and regurgitation. Most importantly, in addition to testing your knowledge in this course, the material in this portion of the course will prepare you to succeed in our service-learning project. The midterm exam is worth 20% of your overall grade.

**Service-Learning Journals:** In order to fulfill the pedagogical notion of “critical reflection,” you will maintain an ongoing journal reflecting on your community partnerships, service, political action, and cultural connections. The reflection in the journal will be guided by our theoretical and practical readings and media artifacts. Journals will be graded at various times throughout the semester. Journals will be collected four times throughout the semester, per the dates listed on the syllabus. Theoretical prompts, will be provided, in order to facilitate critical reflection. Journal reflections constitute 20% of your overall grade.

**Service-Learning Response Papers:** You will complete two 4-6 page reflection papers on your community service project. The papers will be critical and theoretically driven papers, which address your personal experiences after participating in one of our course’s service-learning projects. This exercise will allow for a space for critical self-reflection and, in turn, by analyzing the advantages or possible dilemmas inherent in participating in the political arena, these papers simultaneously function to further scholarship
addressing these issues. The papers, while building on your personal experiences, should also be framed by one or more concepts that are covered in the readings and in class discussions. Moreover, these papers require you to make a persuasive written argument about how to enact societal change. Requirements for the papers will be made available. Each paper is worth 10% of your overall grade, for a total of 20%.

**Final Policy Papers:** Each student will author a final 5-10 page policy paper, regarding their service project. The purpose of this paper is to write a persuasive paper, advocating for a policy change, in the status quo, in order to address your social justice issue. All papers will be evidence-driven, include scholarly source cites, integrate library research, be written in APA format, and adhere to proofreading and University ethical guidelines. More information on the final papers will be made available a key junctures, throughout the semester. Final papers are worth 20% of your overall grade. Drs. Reich and Setka will be providing you with paper grading criteria.

Grading note on the papers: Students will be allowed one re-write of one of the paper assignments. The re-write grade will be an average of the first draft and the second draft of the paper. In order to fulfill this option, students must submit a draft of both the previous draft and the final paper, along with the submission of a cover letter, which provides a rationale for the paper revisions, and a narrative which demonstrates a critical reflection of the writing/re-writing process.

**Final Project Presentation—Service-Learning Project:**

The service-learning project and presentation is worth 20% of your overall grade. The service-learning projects will be assessed by the Professor and the community partners. Detailed criteria and expectations will be handed out as the course progresses.

**Joint Symposium:** To share lessons learned from working hands-on in local communities, students will present their work in a symposium for the dissemination of learning. The symposium will consist of faculty, students, and members of local community groups with whom students have worked with over the course of the semester. Because the founding Jesuit Marymount traditions of Loyola Marymount University are grounded in principles to promote faith and justice and to educate the whole person, the panelists will, in a self-reflexive fashion, discuss the practical and pedagogical advantages and any difficulties in the development and implementation of this course. Consequently, the symposium will open a space for wider community dialogue regarding community-based learning and higher education.

**First Year Seminar Writing Components/Requirement:**

Throughout the semester, you will be working closely with Dr. Setka, your writing instructor. You are required to meet with Dr. Setka at numerous times throughout the semester, in her office hours. Prior to meeting with Dr. Setka, you will be turning in drafts of your reflection papers and the final policy paper. The purpose of the meetings, then, is for you to have the opportunity to discuss, in depth, Dr. Setka’s written feedback
to your previous drafts, and revisions. It is a safe space for you to raise questions, work on writing issues—such as thesis statements, punctuation, grammar, and evidence. These meetings are mandatory. Any missed meetings will result in a deduction of 5 points of your overall grade. Because writing is a process, on the days that your critical reflection papers and your final policy papers are due, you will be required to turn in all of the previous drafts, along with your final paper product. More information on the draft criteria and final paper grading criteria will be made available at a later date.

**Information Literacy Modules**

During the course of the term students are required to work through four web-based modules on Information Literacy developed by LMU librarians. Following each module you will take an online quiz on the material covered. The four quizzes may be taken only one time each. The modules and completion dates are:

- Starting Your Assignment - complete by 9/3/13
- Types of Information - complete by 9/10/13
- Finding and Evaluating Information - complete by 9/24/13
- Using Information Ethically - complete by 10/1/13

The modules may be found through my.lmu.connect. Just follow these three steps:

a. Log in to MyLMU Connect and click on the course title (“Comm Based Lrn w/Non-Prof,” FFYS 1000.68) to enter the course site.

b. Click on the “Information Literacy” link in the menu on the left-hand side of the page.

c. Click the link for the Information Literacy tutorial you have been assigned. The tutorial will open in a new window.

The completed information literacy modules are worth a combined 10% of your overall grade. For more information on the library modules, please visit: [http://libguides.lmu.edu/FYS](http://libguides.lmu.edu/FYS)

**Writing Emphasis Learning Outcomes**

The following objectives build competencies and skills in composition. They will be used as benchmarks for grading all your work in this class.

**Composing and Process**

- Develop personal opinions into public statements suitable to the anticipated rhetorical situation.
- Develop and use flexible, practical strategies to research, revise, and edit persuasive public statements.
- Evaluate the authenticity, logic, and persuasive force of information, arguments, and sources in the work of others and in their own writing.
Engaging Service-learning and Politics

Academic Discourse
A student should be able to demonstrate an understanding of academic discourse in the following ways:

- Identify and understand the development and use of academic conventions and practices specific to literary analysis.
- Integrate the conventions and practices of literary critical discourse in their own writing.
- Compose a persuasive, critical argument making use of primary and secondary sources.

Research Practices and Conventions and Documentation Theory
A student with a good understanding of research and documentation should:

- Formulate research questions and develop a plan of investigation.
- Limit topic scope, define research objectives, and clarify a thesis informed by genre conventions and reader expectations.
- Accurately document sources and use notes in a minimum of one academic documentation style.

To fulfill these objectives, students will write essays, revisions, peer responses, and final papers.

Prerequisites: There will be a diagnostic writing test at the very beginning of the semester. As a result of this test, some students may be referred for additional ARC support.

Information Literacy:
Information literacy skills include the ability to select information that provides relevant evidence for a topic; to find and use scholarly and discipline-specific professional information (and understand how it differs from popular information); to evaluate resources for reliability, validity, accuracy, authority, and bias; and to document research in an appropriate, consistent, and ethical way. We will be spending some time in the course on information literacy as it relates to the study of faith and politics.

Information Literacy Learning Outcomes

- Select information that provides relevant evidence for a topic.
- Find and use scholarly and discipline-specific professional information.
- Differentiate between source types, recognizing how their use and importance vary with each discipline.
- Evaluate resources for reliability, validity, accuracy, authority, and bias.

Notes on Course Requirements:

Class Atmosphere:
Understanding that this course, while grounded in the principles of social justice, also adheres to a pedagogical model of open-inquiry, it is expected that we all work to create
and maintain a supportive classroom environment where everyone’s unique perspectives will be honored and heard. Therefore, while debate is encouraged, it is crucial that we be respectful of others’ values and beliefs that may differ from our own.

**Course workload expectations:**
3 credit hour (unit-semester hour) courses in the College of Communication and Fine Arts, at Loyola Marymount University, mandate that students spend a minimum of 6 hours a week, on average\(^1\), outside of class time researching, applying, and otherwise investigating the material presented during class time. **In addition, because this class fulfills the requirements of a FYS and a CBL course, this class will exceed the University minimum of 6 hours a week.**

**Missed Work:**
If you miss a test for a university-approved excuse, you must schedule a date for a make-up exam. Exams missed without a university-approved excuse will receive a grade of 0. Papers are due on the specified days. No late papers will be accepted. If you wish to change the time of your final exam, you must obtain written permission from your Dean.

**Grades:**
If you would like to discuss your grade on an assignment, you must wait twenty-four hours after the assignment has been handed back to discuss your grade. All grade appeals must be provided in writing within one week after the assignment has been returned to you. Your written appeal must demonstrate a cogent argument explaining why you think the grade is unfair. Please support your argument with “evidence” from class materials/experiences, etc.


**Academic Honesty:**
All work turned in should adhere to the LMU policy regarding academic honesty. This means that you should neither give nor accept unauthorized assistance in taking exams or in writing papers. If you have any questions about what comprises authorized or unauthorized assistance, please see me and refer to Loyola Marymount University’s “code of ethics.”

**University Requirements/Rules and Regulations**

**Americans with Disabilities Act:**
\(^1\) One student may spend more (or less) time with a given assignment than another. Furthermore, there are cycles in the term where one week may be rather quiet but the demands of the next week exceed the minimum of 6 hours of work. The syllabus will outline the projects of the term and the professor will discuss the arc of workload during the semester.
Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall Room 224, 310-338-4535) as early in the semester as possible. All discussions will remain confidential. Please visit http://www.lmu.edu/dss for additional information.

**Academic Honesty:**

Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion. It is never permissible to turn in any work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process” which appears in the *LMU Bulletin 2010-2011* (see [http://www.lmu.edu/about/services/registrar/Bulletin/Bulletins_in_PDF_Format.htm](http://www.lmu.edu/about/services/registrar/Bulletin/Bulletins_in_PDF_Format.htm)).

Also, you might include a more specific statement about plagiarism if students will write papers in your class. Suggestions for preventing plagiarism are found at [http://library.lmu.edu/Services_for_Faculty/Preventing_Plagiarism_links_for_faculty.htm](http://library.lmu.edu/Services_for_Faculty/Preventing_Plagiarism_links_for_faculty.htm).

**Tentative Nature of the Syllabus:**

If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class or posted on LMU's course management system MYLMU Connect (if you are using that technology). **Important note to faculty** Students should be notified of any syllabus revisions in the same manner(s) that the original syllabus was distributed (for example, distributed in writing in class and/or posting on MYLMU Connect).

**Expectations for Classroom Behavior/Class Climate**

I expect us to create and maintain a supportive classroom environment where everyone’s unique perspectives will be honored and heard. Therefore, while debate is encouraged, it is crucial that we be respectful of others’ values and beliefs that may differ from our own. **RESPECT FOR SELF AND OTHERS** is taken seriously. As an LMU Lion, by the *Lion’s Code*, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students. Moreover “Disruptive behavior which is persistent or significantly interferes with classroom activities may be subject to disciplinary action. A student may be referred to the Office of Student Judicial Affairs if their behavior constitutes a violation of the conduct code.” Please refer to:

3. LMU’s *Community Standards* (see [http://www.lmu.edu/studentlife/Judicial_Affairs/Standards_Publication.htm](http://www.lmu.edu/studentlife/Judicial_Affairs/Standards_Publication.htm) for the Student Conduct Code, Section IV. D.).

**Electronic Devices:**
Please turn off and put out of sight all electronic devices, including a laptop, during class-time. The interruptions and/or distractions they cause disrupt class and interfere with the learning process.

Email Communication:
I will often send class emails regarding course content. Therefore, you must either check your student email account periodically, or forward email from it a preferred/personal email account.

Personal Note:
I am always available either in my office hours or by appointment. I welcome you to come and introduce yourself to me during my office hours. I am honored to be given the opportunity to teach this course. Because each student has something unique to offer, I encourage you to bring your unique perspectives to our discussions, assignments, and activities. I foresee that you will learn a tremendous amount by the end of the semester—not only about rhetoric, service learning, and political engagement, but also about yourself!

Tentative Course Schedule:

Introduction to the Course
Introduction to syllabus/introductions/expectations
Tues. Aug. 27

What is Service-Learning?
Common Anxieties about Writing
Thurs. Aug. 29
CCR: Ch. 1

Building and Maintaining Community Partnerships
Tues. Sept. 03
CCR: Ch. 2 & 3

Groups are Fun, Groups are not Fun
Critical Reading and Rhetorical Situations
Thurs. Sept. 05
CCR: Ch. 4

Creating Cultural Connections
Tues. Sept. 10
CCR: Ch. 5

JOURNALS DUE

Public Dialogue as Communication Activism
Crafting an Argument & Developing Thesis Statements
Thurs. Sept. 12
CCR: Ch. 06

**Failure With the Best of Intensions**
SCHEDULE CONFERENCE WITH DR. SETKA BETWEEN 09/17-09/26
Tues. Sept. 17
CCR: Ch. 7

**Expanding Horizons**
Thurs. Sept. 19
CCR: Ch. 8

**Beyond a Grade**
Tues. Sept. 24
CCR: Ch. 9

**Looking Back, Looking Forward**
Thurs. Sept. 26
CCR: Ch. 10

Tues. Oct. 01
**Exam Review**
Citation style & Documentation

Thurs. Oct. 03
**MIDTERM**
**JOURNALS DUE**

Tues. Oct. 08
**Community Partner Guest Speaker**
**Documentary**

Thurs. Oct. 10
**Class Group Reflection**
**FIRST CRITICAL REFLECTION PAPER DUE**

Tues. Oct. 15
**Community Guest Speaker**

Thurs. Oct. 17
**Group Reflection**
**Grammar and Mechanics**
**Class time split into two working groups**

Tues. Oct. 22
**Community Guest Speaker**
Thurs. Oct. 24  
**Group Reflection**  

Tues. Oct. 29  
**LIBRARY VISIT**  

Thurs. Oct. 31  
**In-class presentation workshop**  

Tues. Nov. 05  
**2 Presentations**  
**DIGITAL PAPER Peer Reviews: RUBRIC TO FOLLOW**  

Thurs. Nov. 07  
**2 Presentations**  
**JOURNALS DUE**  

Tues. Nov. 12  
**2 Presentations**  

Thurs. Nov. 14  
**2 Presentations**  

Tues. Nov. 19  
**2 Presentations**  
**POLICY PAPER ABSTRACT DUE**  

Thurs. Nov. 21  
**2 Presentations**  

Tues. Nov. 26  
**2 Presentations**  
**SECOND AND FINAL CRITICAL ANALYSIS PAPER DUE**  

Thurs. Nov. 28  
**NO CLASS, THANKSGIVING BREAK**  

Tues. Dec. 03  
**2 Presentations**  

Thurs. Dec. 05  
**2 Presentations**  
**JOURNALS DUE**  

**FINAL EXAM WEEK**  
Dec. 9-13
2 Presentations
FINAL POLICY PAPERS DUE
List of Community Partners Approved by Loyola Marymount University’s Center for Service and Action*

Coalition for Humane Immigrant Rights of LA
www.chirla.org
2533 W. 3rd St., Suite 101
Los Angeles, CA
90057

Mission:
CHIRLA was formed in 1986 to advance the human and civil rights of immigrants and refugees in Los Angeles; promote harmonious multi-ethnic and multi-racial human relations; and through coalition-building, advocacy, community education and organizing, empower immigrants and their allies to build a more just society.

Housing Rights Center
www.hrc-la.org
Phone: 800.477.5977
520 S. Virgil Ave, Suite 400
Los Angeles, CA
90020

Mission:
Our mission is to actively support and promote fair housing through education and advocacy to the end that all persons have the opportunity to secure the housing they desire and can afford, without discrimination based on their race, color, religion, gender, sexual orientation, national origin, familial status, marital status, disability, ancestry, age, source of income or other characteristics protected by law.

Catholic Legal Immigration Network, Inc.
www.cliniclegal.org
Phone: 231.251.3505
1530 James M. Wood Blvd.
Los Angeles, CA
90015

Mission:
To enhance and expand delivery of legal services to indigent and low-income immigrants principally through diocesan immigration programs and to meet the immigration needs identified by the Catholic Church in the United States.

Unite Here
www.unitehere.org
Phone: 415.553.3282
243 Golden Gate Avenue
San Francisco CA
94102
Mission:
UNITE and HERE have proud histories of improving working conditions, wages, and benefits across the U.S. and Canada through successful organizing. Both unions are known throughout the labor movement for innovative and effective campaigns utilizing corporate campaign strategies and impressive grassroots mobilization of workers and community allies. Through organizing, UNITE HERE members have made apparel jobs in the South, hotel housekeeping jobs in Las Vegas, and hundreds of thousands of other traditionally low-wage jobs into good, family-sustaining, middle class jobs.

American Rights at Work
www.americanrightsatwork.org
Phone: 202.822.2127
Fax: 202.822.2168
1100 17th Street NW, Suite 950
Washington, DC
20036

Mission:
Since 2003, American Rights at Work has informed the American public about the struggle to win workplace democracy for nurses, cooks, computer programmers, retail cashiers, and a variety of workers who we all depend on every day. Our vision is a nation where the freedom of workers to organize unions and bargain collectively with employers is guaranteed and promoted.

Human Rights Watch California
www.hrwcalifornia.org/south/
Phone: 310.477.5540
Fax: 310.477.4622
11500 West Olympic Boulevard, Suite 441
Los Angeles, CA
90064

Mission:
Human Rights Watch established a presence in Southern California more than a decade ago, convinced that the unique population, influence and resources of the region could be mobilized to defend human rights around the world. In Los Angeles and Santa Barbara, a vibrant community of supporters are engaged in raising awareness of human rights abuses, building financial support for Human Rights Watch, and strengthening HRW's local research and advocacy.

Los Angeles Coalition to End Hunger and Homelessness
www.lacehh.org
Phone: 213.251.0041
Fax: 213.251.2716
Los Angeles Coalition to End Hunger & Homelessness
2500 Wilshire Boulevard, Suite 1155
Los Angeles, California
90057

Mission:
The LACEHH is working collectively to end hunger and homelessness through public education, technical assistance, public policy analysis, advocacy, organizing and community action.
People Organized for Westside Renewal  
www.power-la.org  
Phone: 310.392.9700  
Fax: 310.392.9765  
235 Hill Street  
Santa Monica, CA  
90405

**Mission:**  
POWER is committed to working with community members to cultivate a network of relationships with other non-profit organizations, childcare providers, schools, small businesses, and public and private institutions that serve as a vehicle for community improvement and involvement.

Comunidad en Movimiento  
Contact: Rita Chairez  
ritacem@proyectopastoral.org  
Phone: 323.881.0005

**Mission:**  
Comunidad en Movimiento (CEM) was born from the community in 1996. The program was developed from the community's need to respond to the ongoing violations of the very basic human rights of the poor in this country. CEM organizes the community around issues that affect them and engages them in actions that create institutional change. The program uses tools such as education, leadership training and collaboration with Dolores Mission Church and other institutions.

LANE  
Los Angeles Alliance for a New Economy

**ANSWER LA**  
Act now to Stop War and End Racism

**CODE PINK**

**NO MORE VICTIMS**  
Contact: Jamie Romano, Outreach Coordinator

**SPARC**  
Social and Public Art Resource Center

**SELF-HELP GRAPHICS**
VETERNANS FOR PEACE

*Note: This is not an exhaustive list.