



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> <b>Academic Affairs</b>	<b>Academic Organization (Department):</b> <b>Honors Program</b>	<b>Date:</b> March 3, 2008
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair:</b> <b>Dr. Roberto D. Pomo</b>	<b>Submitted by:</b> <b>Dr. Roberto Pomo</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></b> <b>CCE (Extension): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>	<b>Semester Effective:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 2009

<b>This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):</b>	
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**Change from:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b>	<b>Title:</b>	<b>Units:</b>

**Change to:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b> HONR 103H	<b>Title: CIVIC ENGAGEMENT, SERVICE LEARNING:</b> <b>PURSUING THE PUBLIC GOOD</b>	<b>Units: 3</b>
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**JUSTIFICATION:**

<b>HONORS 103H FULFILLS GENERAL EDUCATION UPPER DIVISION REQUIREMENTS FOR SACRAMENTO STATE GENERAL EDUCATION HONORS PROGRAM CURRICULUM.</b>
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**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

This class requires the student to be an active participant in his/her own learning process through a service learning experience and participation in a corresponding seminar. Students are offered a reciprocal opportunity to acquire knowledge and develop skills while providing service and assistance to the community. Students will have the opportunity to assess the circumstances of an organization and provide feedback on their situation. The student will evaluate and assess his/her service learning from three perspectives: the physical universe and its life forms, social issues and social science research, and the arts.
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Note: An international experience can be substituted for a local service learning experience. See Honors Program Director for more information.

<b>Prerequisite:</b> Enforced at Registration: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> HONR 101H and HONR 102H
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<b>Corequisite:</b> Enforced at Registration: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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<b>CAN (California Articulation Number):</b>
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<b>Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/></b>	<b>Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>
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<b>Course Classification (e.g., lecture, lab, seminar, discussion):</b> Seminar	<b>Title for CMS (not more than 30 characters):</b> Civic Engagement Service Learning
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<b>Cross Listed?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, do they meet together and fulfill the same requirement, and what is the other course.</b>
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<b>How Many Times Can This Course be Taken for Credit? Once _____</b>
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<b>Can the course be taken for Credit more than once during the same term? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></b>
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## FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
See the example at <http://www.csus.edu/acaf/example.htm>

*Students will be able to:*

1. Demonstrate an informed, critical opinion about current social issues and relevant scientific discoveries that relate to the individual service learning experience.
2. Demonstrate the ability to assess and question theory and research as it relates to the service learning experience.
3. Improve writing and oral communications skills, particularly logic, clarity, and being succinct.
4. Gain practical experience assessing the circumstances of real organizations.
5. Gain experience regarding the application of theory and research to real organizations.
6. Gain experience communicating ideas for audiences in both academics and industry.
7. Enhance sense of social responsibility to the local community
8. Enhance skills related to cooperation and working in groups.
9. Choose, share, plan, execute, reflect, and evaluate the merits of a service learning experience.
10. Recognize the significance of his/her own contribution to the community, thereby increasing the sense of personal responsibility.
11. Interpret the results of social science research, theories and concepts that are integral to the service learning experience.
12. Present the contribution and perspective of individuals who have impacted a selected social issue that is relevant to the a service learning project.
13. Describe alternate theories or possible alternative solution to a selected social issue.
14. Identify a variety of scientific methodology that could be applied to a social issue and the service learning experience.
15. Use film as a media to identify social issues and problems through film.

**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

**Seminar Participation (2 hours weekly):** Participation in the seminar is a critical factor for assessment. Participation includes (1) engaging in discussion, (2) exchanging ideas and questions, (3) critically assessing the reading material for issues such as content, coverage, methodological choices, questions left unanswered and links to other material.

Documentation of hours

Midterm Examination

Final Examination

Reading Annotation: Students will be asked to search for articles relevant to the given topic, read it thoroughly, and prepare an annotation for class presentation.

**Journal assignments: Observations and Reflections**

Students will be asked to keep a course journal in which you write reflectively about your experiences on your project and your engagement with the themes of the course. The journal will be a tool for exploration and analysis. Students will be required to complete and submit journal entries over the course of the term.

Reflective Journal Assignments  
(See course calendar for due dates)

RJ Assignment 1

Describe what the term "community" means to you.  
Describe what the term "citizenship" means to you.  
Tell me what the term "service" means to you.

RJ Assignment 2

Do you feel that membership (citizenship) in a community necessarily includes an obligation to serve others through volunteer work? If so, why is service a necessary aspect of citizenship, and how much is service appropriately expected from community members? If not, why isn't service a necessary component of membership in a community?

RJ Assignment 3

What were your expectations as you begin your volunteer experience? What do you know about the agency you are going to serve – what do they do, what kind of people do they serve, who works there, what is it like, what is their mission, etc.? What do you hope it will be like? What worries or concerns do you have? What steps can you take to make the experience a positive one?

RJ Assignment 4

Describe your observation – how it looks, feels, sounds, what is happening, what is being said, etc. Try to convey a real sense of what it's like to be there from your perspective.

RJ Assignment 5

Make a list of social issues that your community agency helps deal with (directly or indirectly). How does work of your community agency help with these issues? Is the impact important and helpful? How is your work contributing?

RJ Assignment 6

Summarize the most important things you gained from your service-learning experience. What did you discover about yourself, your beliefs and attitudes, and did you achieve any realizations or insights?

Service-Learning Project

Literature Review

Film narrative

Documentary film production

Presentation in class

For whom is this course being developed?

Majors in the Dept \_\_\_ Majors of other Depts \_\_\_ Minors in the Dept \_\_\_ General Education x Other x Honors Program

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes \_\_\_ No X

If yes, identify program(s): **GENERAL EDUCATION HONORS PROGRAM**

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No X

If yes, attach a description of resources needed and verify that resources are available.


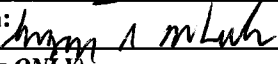
Indicate which department or programs will be affected by the proposed course (if any). HONORS PROGRAM

*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair: 	MARCH 7, 2008
College Dean or Associate Dean: 	4-1-08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

8/27/07