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Graduate Student Professional Development 495CE:
Supervised Preparation for Community-Engaged Teaching
4 Units; Satisfactory/Unsatisfactory Grading
Wednesdays 2:00-3:50pm
Haines A28

Course Objectives:

The 495 series provides instruction in the general curriculum and classroom practices of teaching at UCLA. GRAD PD 495CE: Supervised Preparation for Community-Engaged Teaching provides an overview of best practices for experiential learning, with an emphasis on critical service learning pedagogy and strategies for collaborating effectively with the diverse communities of Los Angeles. This course is suitable for graduate students in any discipline and does not presuppose prior experience teaching community-engaged courses. Indeed, seminar discussions and in-class pedagogy workshops benefit from active involvement of participants with a wide range of disciplinary expertise and teaching experience.

This course is directed by the [UCLA Center Community Learning](http://www.communitylearning.ucla.edu) and represents an exciting new collaboration between UCLA's Division of Undergraduate Education and the UCLA Graduate Division. The course has been designed with the dual goal of enhancing undergraduate teaching and diversifying graduate student professional development. Through weekly seminar discussions and workshops with experienced teachers and community partners, you can expect to:

- gain familiarity with core concepts and debates related to community-engaged teaching in higher education;
- explore how community-engaged pedagogy complements other forms of “high-impact” and applied learning;
- develop strategies for cultivating and sustaining reciprocal community partnerships;
- practice designing assignments and facilitating discussions that assess how and what students learn while working in diverse community settings as part of an academic course;
- draft a syllabus for a service learning (or internship) course in the discipline of your choice; and
- receive guidance about opportunities to pursue community-engaged teaching at UCLA and about navigating the national network of resources supporting engaged teaching and public scholarship in campus and community settings.

Our Shared Values

As your instructor, I am committed to fostering an inclusive learning environment. We will have many opportunities to increase our understandings of different perspectives this quarter, and our work together may not always be easy. Sometimes we will make mistakes in our speaking and listening; sometimes we will need patience or courage or imagination—or more—to engage with our texts, each other, our guests, and our own ideas and experiences within higher education and in community work. We have a shared responsibility to bring respect for others and an open mind to each class discussion, in person and online, so that this class can be a space for brave and thoughtful dialogue. In addition to the values I have outlined here, we will work together to articulate other shared values for the course throughout the quarter.

Course Requirements & Grading

This course is offered on a Satisfactory/Unsatisfactory (S/U) grading basis. In order to earn a grade of Satisfactory, graduate students must meet the following learning goals:

1. **In-Class Participation:** Regular and thoughtful participation is expected of all students. Please remember that we all depend on each other, and the class will be run as a workshop. It will be impossible for you to participate effectively if you are absent or late, and more than one absence without prior approval from the instructor is grounds for an automatic Unsatisfactory grade.

2. **Online Participation:** At the beginning, middle, and end of the quarter, students will submit a short reflection (approximately 500 words) to the discussion forum on the course website. These informal posts will provide an opportunity for students to identify areas of inquiry that they would like to explore more fully during seminar meetings, and will offer an additional venue for reflecting on how community engagement enhances graduate education and teaching practices in various disciplines. Submission of all three online reflections is required to earn a grade of Satisfactory, and repeated late submissions without prior approval from the instructor will negatively affect a student's grade. General reflection prompts and deadlines can be found in the schedule of assignments below, but seminar participants should feel free to reflect on any aspects of community engagement work that interest them and will help advance their professional goals. Students may arrange to submit their reflections to the instructor privately if they wish, but are strongly encouraged to share their reflections with classmates through CCLE in order to stimulate discussion in class and online.

3. **SL Course Observation:** All students will observe at least one class meeting for a service learning course offered this quarter and will turn in a one-page reflection on the observation. You will be provided with a list of instructors who have agreed to open their courses for observation and more detailed guidelines for this assignment in a separate handout. It is your responsibility to contact the instructor BEFORE you plan to visit. If the course you choose to observe is a lecture course, you may find it beneficial to observe both a lecture and discussion session. The instructor for the course can help facilitate this. Your one-page reflection is due by MIDNIGHT on Sunday after Week 8. Any requests for extension of deadlines must be approved by the instructor in advance or may result in an automatic Unsatisfactory grade.

4. All students will create a service learning (or internship) course syllabus and guidelines for at least one substantive assignment linking community-engaged learning with traditional disciplinary learning goals. You are free to choose your own parameters for the course in terms of disciplinary focus, curricular level (lower division vs. upper division; undergraduate vs. graduate), format (seminar vs. lecture), etc. You are strongly encouraged to consult with the instructor about the parameters for your course in advance, and are encouraged to consider possible alignment between your course and UCLA graduation/degree requirements (such as writing requirements, general education and diversity requirements, capstones, etc). You will submit a draft of your syllabus and assignment guidelines during class in Week 5 for a peer-review workshop and will submit a revised version (with a short reflection) by 11:59pm on Sunday after Week 10 for evaluation by the instructor. More detailed instructions will be provided in class. Any requests for extension of deadlines must be approved by the instructor in advance or may result in an automatic Unsatisfactory grade.

Course Accommodations & Campus Resources

UCLA provides many resources to support students facing challenges, whether inside or outside the classroom. Consult the Student Care Managers program website for information about these resources, including information about confidential one-on-one consultation:

<http://www.studentincrisis.ucla.edu/Who-can-Help>. If you need to request an academic accommodation based on a documented disability affecting your work in this course, please contact the Center for Accessible Education as soon as possible. CAE can be reached at A255 Murphy Hall, 310-825-1501, or 310-206-6083 (telephone device for the deaf). You can learn more about their services by exploring their website at <http://www.cae.ucla.edu>. Please also notify me about any issues as soon as possible so that appropriate accommodations can be arranged with CAE well in advance of assignment due dates.

Academic Integrity

All policies in the UCLA Student Code of Conduct regarding academic integrity apply to this course, including policies regarding plagiarism. When warranted, infractions will be reported to the Dean of Students and may

result in disciplinary action. UCLA's complete policy regarding academic dishonesty can be found on the website for the Office of the Dean of Students: <http://www.studentgroups.ucla.edu/dos/>

Required Reading & Recommended Resources

Throughout the quarter, several short readings have been assigned to provide you with background information about community-engaged teaching in higher education settings and to provide models of specific teaching strategies you may want to consider including in your syllabus draft. These reading assignments are all available as PDFs or links on the CCLE website for this course. In addition to these articles, you may find it helpful to peruse some of the following resource hubs for community-engaged teaching and public scholarship:

- Association of American Colleges & Universities - <http://www.aacu.org/>
 - Bringing Theory to Practice - <http://www.bttop.org/>
 - Civic Learning & Democratic Engagement - <http://www.aacu.org/clde>
- Campus Compact - <http://compact.org/>
 - The Research University Civic Engagement Network (TRUCEN) - http://compact.org/resource_tag/trucen/ and <http://compact.org/resource-posts/trucen-toolkit/>
- Imagining America: Artists & Scholars in Public Life Consortium - <http://imaginingamerica.org/>
 - Publicly Active Graduate Education: <http://imaginingamerica.org/consortium/student-networks/page/>
- New England Resource Center for Higher Education - <http://www.nerche.org/>
 - Next Generation Engagement Project: http://nerche.org/index.php?option=com_content&view=article&id=355&Itemid=96
- Service-Learning & Community Engagement Future Directions Project - <https://slce-fdp.org>

Schedule of Class Meetings

Week 1 – January 10 – Introduction

What is community-engaged pedagogy? What types of community-engaged courses does UCLA offer? What brought you to this class? What do you hope to learn? Do you have any prior experience with service learning or other forms of engaged pedagogy, as either a teacher or a student? What role do you see community-engaged teaching and research having in your discipline and/or higher education more broadly? Do you see this role being different at the undergraduate vs. graduate level? What questions or reservations do you have about community-engaged teaching?

- In-Class Activity: Shared Values & Social Identity Wheel
- In-Class Activity: Discuss some of the major learning goals for students in various disciplines and at various levels of the undergraduate curriculum (including GE, writing, etc). Explore how community-engaged pedagogy can enhance these goals.

Week 2 – January 17 – A Short History of Community-Engaged Pedagogy

What role does higher education—particularly public higher education—play in community development and civic life? How has this role changed over time and in different institutional and geographic contexts? What does community-engaged pedagogy look like across disciplines and across the country? How have best practices for engaged teaching evolved over time, and how are they impacted by neoliberalism and other factors shaping the present and future of higher education in America? What forms of community-engaged courses are available for undergraduate and graduate students at UCLA?

- **Homework: Reflection 1. Due by NOON on Wednesday January 17.** Please reflect on what brought you to this class and what you hope to learn. If you like, you may use any/all of the questions listed under Week 1 and Week 2 to guide your reflection. In particular, you may find it illuminating to examine what you see as opportunities and challenges for community engagement in your discipline at the undergraduate and/or graduate level. But please feel free to pursue the line of reflection that is most

interesting and relevant for you at this time—and also feel free to offer up your own questions or new lines of inquiry you would like to see us take up in this seminar.

- Required Reading: Tania Mitchell's "Traditional vs. Critical Service Learning" (2008) and Teresa Mangum's "Going Public: From the Perspective of the Classroom" (2012)
- Recommended Reading: John Saltmarsh, Matt Hartley, and Patti Clayton's "Democratic Engagement White Paper" (2009)
- In-Class Activity: Roles of Engagement

Week 3 – January 24 – What Do We Mean By Reciprocity & Mutual Benefit?

Through a discussion with several community partners from UCLA service learning and internship classes, we will explore questions such as: What makes for a good campus/community partnership? What are some of the things students currently do when they engage in service learning and/or internships with your organization? What do you look for from a partner instructor and how much does the content of the course impact your partnership with UCLA students? What are the biggest challenges that university partnerships pose for you as a community partner? How can we work together to support your work and to prepare UCLA students to work with your communities? How can we assess our mutual impact in the communities of Los Angeles in the short and long term? How would you like to see campus/community partnerships evolve in the future?

- **Homework: Visit the websites for the organizations that will be represented on the panel (posted to CCLE) and come prepared with questions to supplement the list above.**
- Required Reading: "Motivations of Community Organizations for Service Learning" from *The Unheard Voices: Community Organizations and Service Learning* (2009)
- In-Class Activity: Community Partner Panel Discussion

Week 4 – January 31 – Diversity Education & Community-Engaged Learning

What responsibilities do universities have to prepare students to collaborate with people different from themselves? How can community-engaged learning help foster inclusivity and respect for diversity? How can community-engaged learning help meet the goals of the new College Diversity Requirement for UCLA undergraduates? What challenges might students and instructors encounter when working in diverse communities—and how can we work to address these challenges proactively?

- Required Reading: Tania Mitchell et al.'s "Service Learning as a Pedagogy of Whiteness" (2012) plus ONE of the following:
 - o Susan Sturm et al.'s "Full Participation: Building the Architecture for Diversity and Community Engagement in Higher Education" (2011)
 - o Gregory Jay's "Service Learning, Multiculturalism, and the Pedagogies of Difference" (2008)
- In-Class Activity: Review & Discuss Sample Teaching Tools
 - o University of Memphis [Engaged Scholarship Modules](#)
 - o TED Talks: Chimamanda Ngozi Adichie's "[The Danger of a Single Story](#)" and Ernesto Sirotli's "[Want to help someone? Shut up and listen!](#)"
- Preview CSU Monterey Bay workbook for next week: <https://csumb.edu/service/curriculum-development>

Week 5 – February 7 – Scaffolding Courses to Support SL/CE and Disciplinary Learning

What responsibilities do universities have to encourage students to cultivate "civic literacy" and develop critical consciousness about themselves and their communities? How can we design courses and assignments that foster these outcomes and help assess how and what students learn while working in diverse community settings as part of an academic course? How can we provide opportunities for both "reflective" and "analytical" approaches to learning? How can we design graded projects that yield work that benefits community partners, meeting their goals as well as disciplinary learning goals?

- **Homework: First draft of syllabus due IN CLASS for peer review. Please also submit a copy to CCLE before class to receive comments from the instructor.**

- Required Reading: Seth Pollack’s “Critical Civic Literacy: Knowledge at the Intersection of Career and Community” (2013)
 - o Recommended: Review one of CSU Monterey Bay’s short curriculum development workbooks before class: <https://csumb.edu/service/curriculum-development>. Choose lower division or upper division depending on what will be most relevant for the course you intend to design.
- In-Class Activity: Syllabus draft review and expansion, drawing on brainstorming activities from CSUMB workbooks.

Week 6 – February 14 – Undergraduate Perspectives on Service Learning & Community Engagement

Through a discussion with several UCLA service learning students, we will explore questions such as: What motivates you to participate in community engagement in general—and specifically, what motivates you to link community engagement with your academic coursework through service learning, internships, and community-engaged research? What benefits have you found in such courses? What barriers do you think may discourage other students from participating in academic community engagement? What course structures and assignments have you found most (and/or least) engaging and effective? What recommendations do you have for prospective SL instructors—and for UCLA and other institutions that are interested in sustaining and/or expanding community engagement in undergraduate education? What would help you take your engagement work to the next level?

- **Homework: Reflection 2. Due by NOON on Wednesday February 14.** Now that we are midway through the quarter, how is your understanding of community-engaged pedagogy evolving? What opportunities and challenges do you see for advancing teaching and learning in your discipline through collaboration with community organizations? What questions do you have at this time? What support would you need—from UCLA or other entities—to make your vision for community-engaged teaching and research a reality? What topics would you like to be sure we cover in the remaining weeks of this seminar?
- Required Reading: “Nicholas Longo, Abby Kiesa, and Richard Battistoni’s “The Future of the Academy with Students as Colleagues” (2016)
- In-Class Activity – Panel discussion with past and present members of the Center for Community Learning’s Student Advisory Board.

Week 7 – February 21 – Panel Discussion with Service Learning Faculty

Through a discussion with several UCLA service learning instructors, we will explore questions such as: How are service learning courses similar to and different from other courses you teach? How is leading discussion in a community-engaged course similar to and different from leading discussion for a traditional course? How can we manage class time and assignments effectively, strategically integrating disciplinary learning goals with community learning goals as much and as often as possible? How have you designed assignments that assess how and what students learn while working in diverse community settings as part of an academic course? How can SL instructors provide opportunities for both “reflective” and “analytical” approaches to learning? How can we design graded projects that yield work that benefits community partners? What sorts of surprises and “sensitive” topics are likely to come up during community-engaged courses—and how do you work to meet those challenges proactively?

Broader Questions: How do you see community-engaged teaching fitting into the larger arc of your career? What recommendations do you have for prospective SL instructors—and for universities seeking to support community-engaged graduate students and faculty? What support structures on campus and in communities help to make community-engaged courses successful? What would you like to see UCLA do differently in regards to community-engaged teaching and research?

- Required Reading: KerryAnn O’Meara’s “Legitimacy, Agency, and Inequality” (2016)
- In-Class Activity: Panel Discussion with SL instructors – Sophia Cheng (Asian American Studies), Christine Gottlieb (English), Tara Prescott (Writing Programs), and Carla Suhr (Spanish).

Week 8 – February 28 – Community-Engaged Graduate Education at UCLA & Beyond

Through a discussion with students from last year's GRAD PD 495CE course, we will explore what graduate education for engaged, inclusive, action-oriented teaching and research means for students here at UCLA and beyond.

- **Homework: One-page service learning course evaluation due by 11:59PM on Sunday March 4 on CCLE.**
- Required Reading: "A Values-Engaged Approach to Cultivating Civic Professionalism in Graduate Education" (2018) – featuring contributions from 17W GRAD PD 495CE students
- In-Class Activity: Panel Discussion with 17W student cohort

Week 9 – March 7 – Roles of Engagement, Revisited

This week we will revisit the "Roles of Engagement" activity from Week 2 and consider both what we are individually and collectively "for" as well as what we think higher education (at the undergraduate and graduate levels) is for—and what higher education can or should be for in the twenty-first century.

- Required Reading: Sylvia Gale's "Arcs, Checklists, and Charts: The Trajectory of a Public Scholar?" (2012)
- Recommended Reading: Timothy Eatman's "The Arc of the Academic Career Bends Toward Publicly Engaged Scholarship" (2012) and Miriam Bartha and Bruce Burgett's "Why Public Scholarship Matters for Graduate Education" (2015)
- In-Class Activity: Syllabus Draft Workshop

Week 10 – March 14 – Wrapping Up & Looking Forward

What lingering questions do you have about community-engaged teaching (and research)? What do you see as your –and our– next steps? In what ways do you think community engagement could enhance your graduate study and/or your future career—within and/or beyond academia? What opportunities and challenges do you foresee for doing the work you want to do at a large public research university like UCLA, especially within the present cultural moment? How can the Center for Community Learning and/or other stakeholders help support you in your endeavors?

- **Homework: Final draft of syllabus and assignment due on CCLE by 11:59PM on Sunday March 18, along with Reflection 3 (posted to the class forum by the same deadline).** In your final reflection, please discuss how the course you have designed has been informed by seminar readings and/or discussions. Why did you design the course and assignments the way that you did? Please spend at least 250 words discussing specific aspects of your course design; after that, you can feel free to move on to broader areas of reflection. For instance, what lingering questions do you have about community-engaged pedagogy in your discipline and/or in higher education more broadly? Has participating in this pedagogy seminar shaped future directions for your graduate study and/or your career? If so, in what ways? Where do you see yourself going from here and what support do you need to get where you want to go?
- Recommended Reading: Skim through any of the articles under Week 9 that you didn't get a chance to review yet – and/or other articles in the MJCSL special section on engaged graduate education
- Syllabus Showcase
- In-Class Activity: 4Ws (What happened? So what? What next? What if?)