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Center for the Advancement of Teaching
Office Location: 70 Powell Library
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Graduate Student Professional Development 495CE:
Supervised Preparation for Community-Engaged Teaching
4 Units; Satisfactory/Unsatisfactory Grading
Tuesdays 2-3:50pm
Powell 285

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 community-engaged 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. The course has been designed with the dual goal of enhancing undergraduate teaching and diversifying graduate student professional development. Please note that this course counts as an elective for UCLA's [Graduate Certificate in Writing Pedagogy](#) and can be aligned with core competencies for [CIRTL@UCLA](#), a program that supports the professional and career development of graduate students in STEM and other fields.

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 and assignment(s) for a community-engaged 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 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 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 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 me 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. **Community-Engaged Course Observation:** All students will observe at least one class meeting for a community-engaged 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 5pm on Sunday after Week 8. Any requests for extension of deadlines must be approved in advance or may result in an automatic Unsatisfactory grade.

4. All students will draft a syllabus for a community-engaged course 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 vs. independent study), etc. You are strongly encouraged to consult with me 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 5pm on Monday of Finals Week for final feedback. More detailed instructions will be provided in class. Any requests for extension of deadlines must be approved 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:

- UCLA Center for Community Learning – www.communitylearning.ucla.edu
- Association of American Colleges & Universities - <http://www.aacu.org/>
 - Bringing Theory to Practice - <http://www.btop.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 7 – 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 curricular community engagement, 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 Activities
- 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.
- Introduction to UCLA's revised community-engaged course policy (information on CCLE)

Week 2 – January 14 – 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 10AM on Tuesday January 14.** 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 reflect on what you see as the role of higher education in community development and social change. You may

also want to reflect on 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: John Saltmarsh and Matthew Hartley’s “A Brief History of the Civic Engagement Movement in Higher Education” (2017); Teresa Mangum’s “Going Public: From the Perspective of the Classroom” (2012); and UCLA community-engaged course policy overview.
- Recommended Reading: Tania Mitchell’s “Traditional vs. Critical Service Learning” (2008) and/or an additional article of your choice from the 2017 handbook (in particular, check out Part II: Best Practices and Pedagogies and Part III: Engaged Teaching and Scholarship across Disciplines)

Week 3 – January 21 – What Do We Mean By Reciprocity & Mutual Benefit?

Through a discussion with several community partners from UCLA community-engaged classes, we will explore questions such as: What makes for a good campus/community partnership? What sorts of work do students currently do when they engage 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); UCLA Impacts of Community-Campus Partnerships overview
- Recommended Reading: UCLA Center for Community Learning Community Partner Report; Stanford Principles of Ethical and Effective Service
- In-Class Activity: Community Partner Panel Discussion

Week 4 – January 28 – Diversity Education & Community-Engaged Learning

What responsibilities do universities have to prepare students to collaborate with people different from themselves? How / to what extent can community-engaged learning help foster inclusivity and respect for diversity and work to advance justice? 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) and Amy Ritterbusch’s “Empathy at Knifepoint: The Dangers of Research and Lite Pedagogies for Social Justice Movements” (2019)
- In-Class Activity: Community Partnership Role Workshop

Week 5 – February 4 – Scaffolding Courses to Support Community-Engaged Learning

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 research projects and graded assignments that benefit 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 feedback from me.**
- Recommended Reading:

- Pamela T. Motoike’s “Service Learning Course Construction and Learning Outcomes” (2017)
- CSU Monterey Bay: <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)
- Stanford: https://haas.stanford.edu/sites/g/files/sbiybj10391/f/celr_faculty_workbook_1.pdf (especially pages 17-23)
- Michigan State University: <https://communityengagedlearning.msu.edu/upload/toolkits/Service-Learning-Toolkit.pdf> (especially pages 72-78)
- Sample Teaching Tools (preview links before class if possible)
 - University of Memphis [Engaged Scholarship Modules](#) (especially Modules 4 and 5)
 - Sample SL Conversation Starters [YouTube Channel](#)
 - UCLA [WI+RE modules](#) on research and writing (CE content currently in development)
- In-Class Activity: Syllabus draft review and expansion.

Week 6 – February 11 – Panel Discussion with Community-Engaged Faculty

Through a discussion with several community-engaged instructors, we will explore questions such as: What opportunities and challenges do instructors face when working to build successful partnerships with community stakeholders? How are community-engaged 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? 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 community-engaged instructors provide opportunities for both “reflective” and “critical/analytical” approaches to learning? How can we design research projects or other graded assignments that benefit community partners? How can we be proactive about preparing students to collaborate ethically and responsibly with diverse communities? How can instructors prepare themselves to manage challenges that may arise in class and/or in community contexts?

Broader Questions: How do you see community-engaged teaching fitting into the larger arc of your career? What recommendations do you have for prospective community-engaged instructors—and for universities seeking to support community-engaged 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?

- **Homework: Reflection 2. Due by 10AM on Tuesday February 11.** 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: KerryAnn O’Meara’s “Legitimacy, Agency, and Inequality” (2016)
- Recommended Reading: Timothy Eatman’s “The Arc of the Academic Career Bends Toward Publicly Engaged Scholarship” (2012)
- In-Class Activity: Panel Discussion with community-engaged instructors

Week 7 – February 18 – Undergraduate Perspectives on Community Engaged Learning

Through a discussion with several UCLA 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 or 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 community-engaged 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?

- In-Class Activity – Panel discussion with undergraduate students.

Week 8 – February 25 – Community-Engaged Graduate Education at UCLA & Beyond

This week, 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 community-engaged course observation due by 5:00PM on Sunday March 1 on CCLE (weekend AFTER Week 8).**
- Required Reading: Sylvia Gale’s “Arcs, Checklists, and Charts: The Trajectory of a Public Scholar?” (2012)
- Recommended Reading: Elizabeth Goodhue’s “A Values-Engaged Approach to Cultivating Civic Professionalism in Graduate Education” (2017 – see p.77-85 for contributions from 17W Grad PD 495CE cohort); and Miriam Bartha and Bruce Burgett’s “Why Public Scholarship Matters for Graduate Education” (2015) – see also Timothy Eatman’s article under Week 6
- In-Class Activities: Panel discussion with graduate students who have taught community-engaged courses; Roles of Engagement activity

Week 9 – March 3 – Community-Engaged Teaching, Diversity Education, and Professional Development

This week, we will work on revising your syllabi in advance of next week’s informal showcase, and will also explore how community-engaged teaching can be incorporated into materials for job applications and other aspects of professional development.

- Recommended Reading: Review any of the articles assigned/recommended during previous weeks that you didn’t get a chance to review yet – and/or other articles in the MJCSL special section on engaged graduate education.
- **Homework: UPDATED draft of syllabus due IN CLASS for peer review. Submitting your updated draft to CCLE for feedback from me is recommended but is not required.**
- In-Class Activities: Syllabus Draft Workshop; Teaching Statement and Diversity Statement Workshop

Week 10 – March 10 – 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 UCLA and/or other stakeholders help support you in your endeavors?

- **Homework: Final draft of syllabus and assignment due on CCLE by 5pm on Monday March 16, 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? In what ways does your course reflect the principles we identified as central to strong campus/community partnerships—and/or how have you grappled with the opportunities and challenges associated with community-engaged teaching? 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, how has your thinking about the role of higher education in community development and social change evolved over the quarter? 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?
- In-Class Activity: Syllabus Showcase