

NOMINATION FORM  
CHE SERVICE LEARNING PROJECT COMPETITION

Institution: University of South Carolina Aiken

Title of Project: ASUP 210: Citizen Leadership course

Director of Project: Ahmed Samaha

Contact Information of Project Director

Address: 471 University Parkway  
Aiken, SC 29801

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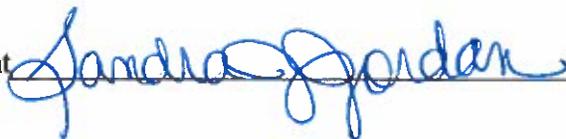
Email Address: ahmeds@usca.edu

Establishment Date of Project: 2005

Unit That Administers Project: The Office of Student Life

Total Number of Students Involved: 21

Signature of Institutional President

A handwritten signature in blue ink, reading "Sandra Jordan", is written over a horizontal line.

**PLEASE ANSWER THE FOLLOWING QUESTIONS REGARDING THE NOMINATED PROJECT (Insert your answer after each question.)**

- 1. For purposes of this competition, the Commission on Higher Education defines service learning as college student learning at any level and in any situation that is linked in a direct, hands-on fashion to the resolution of a problem or concern in a target community outside the institution and is related to a college course with some type of reflection activity. Briefly, how does your project meet the parameters of this definition?*

Citizen Leadership is a 2 credit-hour course that challenges students to think critically about problems within the community and to develop creative, meaningful ways to address these problems. Early in each semester, a class retreat is facilitated by the instructor(s) during which the class participates in a hands-on, service-learning project that addresses specific problems within the Aiken community (e.g., hunger, mental disabilities, etc) and the students hear from community leaders about the local area.

The students' assignments entail selecting a particular community challenge, interviewing a citizen leader that works in a public capacity to meet the challenge, present to their class peers on the challenge, and develop a community action plan that addresses and attempts to solve the challenge facing the community.

Students are provided with information on citizenship and leadership through readings, presentations, class discussions, and service-learning projects. Students strengthen leadership skills, gain a greater appreciation for diversity, develop communication skills, and reflect on their roles as citizens.

2. *Specifically, which segments of the college/university community does your project involve?*

Students who take ASUP 210 are generally sophomores and juniors who are pursuing the *Leadership USC Aiken: Creating Career and Community Leaders Certificate Program*. The class, however, is open to any and all students who wish to take it after having taken the Emerging Leaders course.

3. *How many students (specify degree levels to the extent possible) does the project affect?*

The class usually consists of 7-15 sophomore and junior level undergraduate students per semester.

4. *Describe the target community or communities your project serves.*

The purpose of ASUP 210 is to engage students to help address needs within Aiken and the Central Savannah Rivera Area (CSRA). The class retreat/project for the Fall of 2013 consisted of serving meals at St. Thaddeus Episcopal Church's Soup Kitchen to address hunger in the CSRA. In the Spring of 2014, students helped organize and sort donations, then visit with the patients of the Tri-Development Center/Aiken County Board of Disabilities. In setting this tenor for the class, the students are given a firm demonstration on which to build their individual class projects.

5. *Describe your project's effectiveness in helping to solve the problems or concerns in the target community.*

The class utilizes a “flipped teaching” pedagogy to help the students identify and learn to speak on behalf of societal issues that they are passionate about. The flipped teaching model puts students in control of the classroom experience, by assigning the teaching of each topic regarding a societal issue to individual students who present on the topic and then lead class discussion. Since a major component of the student’s grade is based on leading classroom discussions about their topic of choice and then developing and offering solutions to societal problems; students learn to engage in civil discourse, and develop as citizens and as leaders while engaging problems facing Aiken, the CSRA and the state of South Carolina.

6. *Describe the degree to which your project enhances student learning while providing specific examples of the service learning activities the students engage in. Also explain how the service learning activities reinforce or apply what the students learn in the classroom.*

Students learn the process of identifying and developing solutions for societal issues through enrollment in the Citizen Leadership Course. The course enhances student learning by encouraging students to study the communities of which they are a part and consider problems facing those communities forthrightly.

Student learning is further enhanced through the classroom dialogue, where students get their peers unique insights into both the issues being presented and the solutions being offered. By engaging with a diverse classroom population with differing experiences, students are able to think through the ways in which both problems and solutions can and do affect stakeholders. Finally, the class retreat/service project serves to introduce students to particular issues facing Aiken and the surrounding community, and creates a dialogue among the students about that particular issue. In the fall of 2013, the seven enrolled students and the two instructors volunteered at St. Thaddeus Episcopal Church Soup Kitchen from 8:30am until 1:00pm, helping prepare, serve and deliver approximately 90 meals to those in need. In the spring of 2014, fourteen enrolled students and the instructors helped the Tri-Development Center/Aiken County Board of Disabilities clean and organize storage space and assist with a mail campaign to support the organization's largest annual fundraiser, the TDC Golf Tournament, from 9am-12pm. Immediately following, the class was taken to one of the resident homes for TDC to visit and interact with patients.

7. *Is there academic credit associated with the project (not necessary for submission)? If so, please explain the particulars.*

ASUP 210: Citizen Leadership is a 2 credit hour course, and the retreat/project is considered class time. The retreat/project is mandatory to the class experience, and it frames much of the discussion for the remainder of the semester.

8. *If funding is required, how is the project funded and what is the approximate annual budget for the project?*

Funding is generated by student enrollment in the class and in the leadership certificate program. \$700 through tuition

9. *Feel free to add any other comments you may have about your project.*

You may also include supplemental information about the project (such as brochures, pictures, etc.).

The syllabus used for the class is attached to this application.

Please return this form via e-mail by **March 14, 2014**.

# ASUP 210: Citizen Leadership

Spring 2014

*"But that doesn't mean your work is done. The role of citizens in our Democracy does not end with your vote. America's never been about what can be done for us. It's about what can be done by us together through the hard and frustrating, but necessary work of self-government. That's the principle we were founded on."*

- President Barack Obama

## Instructors:

Chris Lucas  
Assistant Director of Student Life  
[christopherl@usca.edu](mailto:christopherl@usca.edu)  
(803) 641-3611

Christen Torres  
Emerging Leaders Coordinator  
[torresc@email.usca.edu](mailto:torresc@email.usca.edu)

**Class Meetings:** Wednesday 2:30-3:45pm H&SS 216

**Credits:** 2 credit elective course

**Required Reading:** Students are not required to purchase a textbook for this class. The course readings will be based on current articles relating to each week's topic. These will either be distributed in class or available on blackboard the week before the topic is presented.

**Attendance:** Due to the nature of this course, attendance is vitally important. Students are expected to attend all class sessions. If a class is missed because of illness or emergency, an alternative assignment will be made by the instructor. Each unexcused absence will result in a 2 point reduction in the final grade. **COMMUNICATION WITH THE INSTRUCTOR IS VITAL!**

**Mandatory Class Experience:** A mandatory "experience" will be scheduled during the semester, which will be a day long, immersive citizen leadership experience.

**Purpose:** Students will be provided with information on citizenship and leadership through readings, presentations, class discussions, and service-learning projects. Students will strengthen leadership skills, gain a greater appreciation for diversity, develop communication skills, and reflect on their roles as citizens.

## Requirements:

### 1. Discussion Board Entries (30 points)

Students will be required to complete weekly discussion board entries. These must be submitted via Blackboard before class. Entries should be relevant to the topics provided and include viewpoints on the issue. The topics for the entries are based on the topics covered in class.

### 2. Participation (10 points)

In addition to attending class, students are expected to participate in class discussions, including those related to the readings. *Each student will start with 15 points in this area, but points will be deducted if a student is clearly not prepared for class (hasn't completed the readings), is not actively engaged in the classroom activities, or exhibits inappropriate or disruptive behavior (such as showing disrespect to instructors, guest speakers, or classmates).*

### 3. Class Presentation Issue Facing Society (5 points submission of articles, 10 points presentation, 5 points discussion facilitation)

Each student will be required to lead a class meeting about a different issue. The issues will be selected during the class retreat and assigned. The week prior to your presentation you must submit at least two articles showcasing different viewpoints on the issue on discussion board. These articles will be the basis of the class discussion board posts. In class you will need to present for at least 15 minutes about your issue providing a broad overview of the issue from multiple perspectives. You must also schedule and meet with the instructor at least a week prior to your presentation to go over what you plan to present. A sheet will be distributed in class covering topics that should be covered. After your presentation you will lead the class in discussion focused on potential solutions. PowerPoint IS NOT allowed except in the case of showing graphs, images, etc.

### 4. Report on Interview with Citizen Leader (2 points info. sheet, 8 points written report)

Each student will be required to interview a Citizen Leader (someone who works on your assigned issue), turn in an information sheet about the Citizen Leader on September 24<sup>th</sup>, and write a summary of the interview due October 22<sup>nd</sup>. Formats for the interview and the written summary will be distributed. *One point will be deducted for each weekday that an assignment is late.*

### 5. Final Paper on Community Action Plan (15 points)

Following the completion of your research, a paper will be written to summarize the plan of action that should be put into place to solve the issue. An outline of required elements for the paper will be distributed. The paper will be due during finals week class meeting. *Turning in the paper late will result in a penalty of 2 points for every weekday that it is late.*

### 6. Class Presentation on Community Action Plan (15 points)

Each student will be required to give a 10 minute presentation to the class on his or her action plan. This presentation will include information about the issue and what steps should be taken based on the research, interview, and class discussion. The presentation will also include information about what is the goal of the action plan and how long it will take to accomplish. *Failure to make the class presentation on the specified day will result in a zero.*

***The use of Standard English is expected in all written and oral assignments. Points will be deducted for incorrect grammar and/or sentence structure and misspellings in written work and for incorrect grammar or overuse of slang in oral presentations.***

<b>Grading Scale:</b>	90-100	A	70-76	C
	87-89	B+	67-69	D+
	80-86	B	60-66	D
	77-79	C+	Below 60	F

If you have a physical, psychological, and/or learning disability that might affect your performance in this class, please contact the Office of Disability Services, B&E 134, (803) 643-6816, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

**Class Schedule and Assignments (subject to change) (due dates listed):**

- January 15: Course overview  
Review of syllabus  
Introduction to Citizen Leadership  
**Assigned issue topics**
- January 22: Overview of Citizen Leadership
- January 25: Class Retreat
- January 29: First Class Presentation, Christen & Chris – Senior Citizen Quality of Life
- February 5: Class Presentation: Homelessness
- February 12: Class Presentation: Obesity  
**Assignment Due: Citizen Leader Information Sheet**
- February 19: Class Presentation: Child Welfare
- February 26: Class Presentation: LGBTQ issues
- March 5: Class Presentation: Ethical Food Processing
- March 12: **Spring Break**
- March 19: Class Presentation: World hunger  
**Assignment Due: Citizen Leader Interview & Reflection**
- March 26: Class Presentation: Educational issues
- April 2: Class Presentation: Immigration /Inclusion in the classroom environment
- April 9: Class Presentation: Women's rights /Poverty
- April 16: Class Presentation: Disease Prevention /Diversity & multiculturalism
- April 23: **Assignment Due: Action Plan write ups & presentations**