



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School New College of Interdisciplinary Arts and Sciences Department School of Humanities, Arts & Cultural Studies
Prefix IAS Number 294 Title Innovation Challenge, Service Learning, and Leadership Units: 3
Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials (Required)

Course description:

This course integrates academic coursework with lessons in leadership, community engagement, and service learning in order to cultivate a student's civic mindedness, knowledge, and sensibility to issues of social justice and community engagement. Students will develop solutions to real-life challenges and participate in implementing a community-based service learning project. Applying multi-cultural engagement and interdisciplinary knowledge and critical thinking skills to civic responsibility, the course provides students with skills and knowledge applicable to the mission and goals of ASU and the New College.

Requested designation: Literacy and Critical Inquiry-L Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Karla Murphy E-mail karla.murphy@asu Phone (602)543-9836

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**Department Chair/Director approval:** *(Required)*

Chair/Director name (Typed): Louis G. Mendoza

Date: 3/16/2016

Chair/Director (Signature):



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**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">See syllabus: pages 5 and 6</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">See syllabus: pages 5 and 6</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">See syllabus: page 6</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p>C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	See syllabus: page 7
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p style="margin-top: 20px;">C-4</p>			

Course Prefix	Number	Title	General Studies Designation
IAS	294	Innovation Challenge, Service Learning, and Leadership	Literacy and Critical Inquiry [L]

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	<p>In so far as this course is based on the concept of Service Learning, reflective writing is fundamental to a student's experience. In fact, every graded assignment in the course requires some engagement with literacy. Moreover, students are introduced to this course by having already begun researching, writing, and presenting ideas related to a service learning project in their ASU 191 courses. In many ways, this course is a continuation and a revision of that initial writing. Students will be reviewing and revising that work throughout the course.</p> <p>Additionally, students will utilize writing as they respond to classroom activities, discussions, and reading materials. They will find connections between and among individual plans of action, scholarly articles, documentary films, presentations from experts, and the like. Students will also prepare at least two presentations during the semester: one before the Innovation and Excellence Team (Pitch at West), and one before the Dean of New College. And finally, depending on the nature of their service learning projects, students can and will write letters to prospective clients, requests for University funding, speeches to student organizations, and the like.</p>	<p>Writing assignments are a part of every assignment in the course. Individual assignments are listed below:</p> <ul style="list-style-type: none"> <li>• Declaration of goals (5 questions; 150 word minimum/question)</li> <li>• Ten Reflection Journal Entries (250 word minimum per entry)</li> <li>• 3 Critical Reflection Essays (500 word minimum/essay)</li> <li>• 2 formal presentations (1 for the Innovation Challenge competition and 1 for the Dean Project Overview Proposal Form (6 page form; 100-200 words/page)</li> <li>• End of course self-evaluation (5 questions; 150 word minimum/question)</li> </ul>

C2	<p>Because students are responsible for creating as well as planning a service learning activity viable for others to participate in, the nature of the course puts students in a state of constant flux: students will almost always gathering, interpreting, and evaluating evidence; reviewing and revising plans; interpreting and analyzing information. Individual assignments are a continuation of this kind of analysis and inquiry.</p>	<p>One of the most significant goals of this course is to integrate academic coursework with community engagement. In order to be successful, students must move beyond extending their opinions about the needs of a particular community, and consider those needs along with members of that community. This move can happen only after careful and critical reflection, research, analysis, interaction, and application. Classroom activities, materials, and guest speakers provide opportunities for students to think more critically about community engagement, in general, as well as what it means to participate in community engagement activities.</p>
C3	<p>As earlier comments indicate, students in this course participate in a great number of writing and reading assignments, but several assignments should be seen as substantial: the two speeches before outside members of the course; the critical reflection essays; and, of course, any and all correspondence that takes place between the students and the community organizations with whom they are working</p>	<p>The assignments are described in the syllabus, but the last point is one that cannot be described in detail. We can say that because students are creating service learning activities that they are also the ones who make contact with people in the community. This means that any and all correspondence – written and/or oral – comes through the students. To that end, students have written email, press releases, marketing materials, and the like. As such, this work is by necessity professional and of high quality.</p>
C4	<p>The two substantive speaking assignments appear on either side of the Spring Break and are cumulative efforts of work students are pursuing in the course. They will have ample information, support from fellow classmates, and input from a wide variety of audiences -- including input and feedback from their instructors -- on both assignments.</p>	<p>Speaking Assignment 1 is due for the Pitch at West event that takes place in February. The course culminates with a presentation to the Dean of New College during the final week of class.</p>

***IAS 294: Innovation Challenge, Service Learning, and Leadership***  
**Arizona State University**  
**Spring 2016**

***Catalog Description***

This course integrates academic coursework with lessons in leadership, community engagement, and service learning in order to cultivate a student's civic mindedness, knowledge, and sensibility to issues of social justice and community engagement. Students will develop solutions to real-life challenges and participate in implementing a community-based service learning project. Applying multi-cultural engagement and interdisciplinary knowledge and critical thinking skills to civic responsibility, the course provides students with skills and knowledge applicable to the mission and goals of ASU and the New College.

***Course Description***

This course is a study in integrating academic coursework with community engagement. It combines student initiated Innovation Challenge project ideas, classroom learning, service learning, and lessons in leadership in order to enhance students' understanding of social justice issues and their sense of civic responsibility to community-based needs. Students will attend lectures, workshops, complete readings, participate in discussions, submit written reflection assignments, and spend time working with classroom, university, and community partners. In lieu of a final exam, students will work in groups to plan, prepare, and reflect upon the implementation of a community based service learning project. The community students work with will be seen as a "living text" that provides students with "real life" experiences, complementing classroom activities and experiences. In so far as IAS 294 contributes to understanding civic responsibility and promoting social justice, the course provides students with skills and knowledge applicable to the mission and goals of ASU and the New College.

***Course Instructors***

[Dr. Karla Murphy](#)

Associate Director, New College Writing Program

Office: FAB N217

Office Phone: 602.543.9836

Office Hours: TBD & by appointment

Email: [Karla.Murphy@asu.edu](mailto:Karla.Murphy@asu.edu)

[Dr. Anne Suzuki](#)

Assistant Dean Enrollment Services

Office: FAB

Office Phone: 602.543.5692

Office Hours: TBD & by appointment

Email: [Anne.Suzuki@asu.edu](mailto:Anne.Suzuki@asu.edu)

***Required and Suggested Materials and Resources***

Braun, Adam. "The Biggest Non-Profit Mistake of All Time." *Time*. Time.com. 19 March 2014.

Retrieved from: <http://time.com/24126/the-biggest-non-profit-scandal-of-all-time/>



- Butin, Dan W. "The Limits of Service-Learning in Higher Education." *The Review of Higher Education*. 29.4 (Summer 2006): 473-498. PDF
- Checkoway, Barry. "Combining Service and Learning on Campus and in the Community." *Phi Delta Kappan* 77 (May 1996), 600-606. PDF
- Davis, Adam. "What We Don't Talk About When We Don't Talk About Service." *The Civically Engaged Reader*, eds. Adam Davis and E. Lynn. (2006). Retrieved from: [http://civicreflection.org/images/external\\_resources/What\\_We\\_Dont\\_Talk\\_About\\_When\\_We\\_Dont\\_Talk\\_About\\_Service.pdf](http://civicreflection.org/images/external_resources/What_We_Dont_Talk_About_When_We_Dont_Talk_About_Service.pdf)
- Eby, John. "Why Service-Learning Is Bad" (1998). Retrieved from: [http://servicelearning.duke.edu/uploads/media\\_items/whyslbad.original.pdf](http://servicelearning.duke.edu/uploads/media_items/whyslbad.original.pdf)
- Felten, Peter, and Patti H. Clayton. "Service Learning." *New Directions for Teaching and Learning*. Winter (2011): 75-84. *Ohiolink*. Web
- Films for the Humanities & Sciences. *Minds in the Water*. Green Planet Films, 2014. [Streaming Video](#).
- Goldsmith, Rick, and Abby Ginzberg, prod. *Everyday Heroes*. Never Tire Productions, 2003. [DVD](#).
- Gould, Jonathan, ed. *Guardian of Democracy: The Civic Mission of Schools*. The Carnegie Corporation of New York and the Center for Information and Research on Civic Learning and Engagement. (2003). Retrieved from: <http://civicmission.s3.amazonaws.com/118/f0/5/171/1/Guardian-of-Democracy-report.pdf>
- Harward, Donald. "Engaged Learning and the Core Purposes of Liberal Education." *Liberal Education*. Association of American College & Universities. 93:1: (Winter 2007). Retrieved from: <http://www.aacu.org/publications-research/periodicals/engaged-learning-and-core-purposes-liberal-education>
- Lebovits, Alison. "Changing the World Begins with...". TED Talk. Retrieved from: <https://www.youtube.com/watch?v=hfVglsgZWLC>
- Raill, Stephanie and Elizabeth Hollander. "How Campuses Can Create Engaged Citizens: The Student View." *Journal of College & Character*. 7:1 (January 2006). 1 - 7. PDF
- Saltmarsh, John. "The Civic Promise of Service Learning." *Liberal Education* 91:5 (Spring 2005): 50 - 55. Print.

### **Course Format**

The course implements lecture, discussion, group work, and service work.

### **General Studies**

\*\*Cultural Diversity in the United States (C), Humanities, Arts and Design (HU)

### **Course Objectives**

IAS 294 has the following objectives:

- To enhance student appreciation for incorporating civic responsibility into academic learning and future career planning (i.e. to enhance local impact and social embeddedness)
- To assist students in gaining a broader understanding of social justice and community engagement
- To encourage students to evaluate the needs of community organizations and participants as a way to build and strengthen mutually beneficial relationships
- To develop a student's personal recognition and commitment to service learning, social justice, and community engagement
- To learn project planning, communication skills, and collaboration skills in the creation and implementation of (the) 2016 New College Service Learning event(s).

### ***Learning Outcomes***

Students in IAS 294 will achieve the following outcomes:

- Cultivate civic mindedness, knowledge, and sensibility to issues of social justice and community engagement concerns
- Develop solutions to real-life challenges (EX - increasing awareness of child abuse among ASU students and involving these students in efforts of outreach and service)
- Apply multi-cultural engagement and interdisciplinary knowledge and critical thinking skills to civic responsibility, academic learning, and social justice
- Demonstrate critical self-reflection of community based issues through the development and planning of a service learning project

### ***New College Policies***

#### **Attendance and Participation**

Attendance and participation are essential elements to a student's success in this course. Attendance is expected and required. Missing class means missing the opportunity to submit work. After 4 absences, your FINAL grade will be dropped one letter grade. If you do have to miss a class, you will need to provide documentation for the absence. Tardiness will not be tolerated, and will result in losing participation points. All class members are expected to participate in class discussions.

#### **Observance of Religious Holidays**

Students have a right to expect that ASU will reasonably accommodate religious observances, practices and beliefs. Students who notify faculty at the beginning of the semester about the needs to be absent from class due to religious observations will be permitted a reasonable amount of time, rescheduling, and flexibility to make up materials and activities covered in class. Please refer to [ACD 304-04: "Accommodations for Religious Practices"](#) for more information.

### **Missed Classes Due to University–Sanctioned Activities**

Students who participate in university–sanctioned activities that require classes to be missed should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university–sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Please refer to [ACD 301–02 “Missed Classes Due to University–Sanctioned Activities”](#) for more information.

### **Late or Missed Assignments**

Late work will not be accepted. Due dates will be posted and strictly followed. Extensions are allowed in rare instances. If you are having difficulty with an assignment, contact your instructor(s) so that we can work on ideas for your assignment together. If an emergency occurs, contact your instructor(s) as soon as possible.

### **Submitting Assignments**

All assignments, unless otherwise announced, MUST be submitted via Blackboard. Each assignment will have a designated link for submission.

### **Drop and Add dates**

If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available and their procedures. This option is not available for students enrolled in the Summer Bridge program.

### **Subject to change notice**

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

### **Academic Integrity**

ASU expects and requires all students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy & appeal procedures, please visit <http://provost.asu.edu/academicintegrity>.

### **Student Conduct Statement**

To promote a campus environment that is safe and conducive to conducting university–related activities, students are required to adhere to standards listed in the *Student Services Manual*. Please refer to [SSM 104–02: “Handling Disruptive, Threatening, or Violent Individuals on Campus”](#) and [SSM 201–10: “Instructor Withdrawal of a Student for Disruptive Classroom Behavior”](#) for more information.

### **Syllabus Disclaimer**

The instructor(s) views the course syllabus as an educational contract between the instructor (s) and students. Every effort will be made to avoid changing the course

schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor(s) reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

#### Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Email: [helpdesk@asu.edu](mailto:helpdesk@asu.edu)

Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

#### Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Students who wish to request accommodation for a disability should contact the Disability Resource Center (DRC) for their campus. <https://eoss.asu.edu/drc>

#### Course Content

All course content, including lectures, are copyrighted material and students may not sell notes taken during the conduct of the course (see ACD 304-06: "Commercial Note Taking Services" for more information).

### *Course Grading and Assignments*

The assignments below have been designed to encourage an active learning environment, and structured academic reflection of your service experiences outside the classroom. Just as our discussion in class allows for multiple perspectives, so too will the evaluation process; your grade in the course will be determined by the following assignments:

Commented [KM1]: C-1

#### 1. Declaration of Goals and End of Course Self-Evaluation (10%)

Many researchers contend that upwards of 90% of successful people set goals. To that end, what are your goals for this course? How do you see it fitting it into your major or life goals? The Declaration of Goals assignment is a 5 question survey that asks you to think about where you want to go in the course. The advantages of setting goals early in the course include engaging you more firmly in a course of action, improving your overall commitment, and increasing your own pride and satisfaction in participating in a community-based service. The Self-Reflection questionnaire that closes the course asks that you reflect and respond to those initial goals as well as your actual work in the course.

Commented [KM2]: C-2

## 2. Reading Journal (33.3%)

When it comes to learning, your instructors believe in the importance of reflection. To that end, a Reading Journal is a valuable asset. Your reading journal provides an opportunity for you to respond in writing to your experiences in the course. Whether you are writing about readings, your service learning project, and/or a combination thereof, this writing requires that you be able to think about, evaluate, and synthesize materials you are working with.

Ultimately, the goal of a reading journal is to respond in writing to course materials and class discussions with your own ideas, opinions, personal experiences, and/or observations. As you write in your journal, ask yourself questions such as: Has this reading helped me to understand the complexity of my undertaking? How has the material helped me to understand my own experiences? In what ways have my own experiences been established or contested by what we discussed in class? What can I take with me as I begin working on my own project? No matter how you respond, the key to a successful reading journal is to write frequently and in a timely manner; don't put it off. (10 250-word-entries)

## 3. Critical Reflections (20%)

Students will write three (3) critical reflection essays in the course. This is not a summary of a particular reading but a critical response to the materials based on analysis, reflection, and class discussion. These papers are to be dated, typed, and between 500 and 750 words.

Commented [KM3]: C-3

Commented [KM4]: C-2

## 4. Participation (16.7%)

The success of this course depends in large part on the engagement of the students involved in it. To that end, attendance and active participation are required elements of the course. The use of cell phones during class will not be allowed; laptops and recording devices may be used for recording lectures over reading materials. No electronics will be permitted during open discussions. In addition to engaging in classroom activities, students will also participate in the Emerging Leaders Undergraduate Conference and the Innovation Challenge / Pitch at West event(s) where they will compete with other ASU students for financial support of their projects.

Commented [KM5]: C-2

Commented [KM6]: C-3

## 5. Final Project (20%)

The course culminates with students presenting a service learning project that will be ready for implementation in the fall of 2015. This project will take shape in a series of steps and individual assignments including: the completion of a project overview proposal, a revision of that proposal, and a formal presentation to the Dean of New College

Commented [KM7]: C-2

Commented [KM8]: C-3

### ***Final Evaluation***

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned. [See Grades and Grade Policies for more information.](#)

Literacy and Critical Inquiry [L]

A	100 - 93	A-	92 - 90		
B+	89 - 87	B	86 - 83	B-	82 - 80
C+	79 - 77	C	76 - 73	C-	72 - 70
D+	69 - 67	D	66 - 63	D-	62 - 60
E	59 and below				

Summary of Assignments	Point Totals
Initial Goals and Self-Evaluation	15 points
Reading Journal (10 entries)	50 points
Critical Reflections (3 total)	30 points
Participation (Attendance + Conference + Pitch at West)	25 points
Final Project (Completed Project Proposal & Presentation to Dean)	30 points
<b>Total</b>	<b>150 points</b>

Commented [KM9]: C-1 - 100%

Week	Date	Day 1	Day 2	Homework
1	1/11 - 1/15	<b>Syllabus &amp; Introductions</b> Innovation Challenge Initial Presentations	View Allison Lebovits TED Talk	<b>Declaration of Goals</b>
2	1/18 - 1/22	<b>Discussion:</b> "Service-Learning," Change, and Making a Difference"	Read "Service-Learning" by Felton and Clayton "The Civic Promise of Service Learning" by Saltmarsh	<b>Reflection Journal 1</b>
3	1/25 - 1/29	<b>Guest Lecture</b> - Researching the Local Scene by Dennis Isbell, Director of ASU's Fletcher Library	Read "Why Service Learning is Bad" by Eby	<b>Reflection Journal 2</b>
4	2/1 - 2-5	<b>Guest Lecture</b> - Past Innovation Challenge Winners: From 2014-15, Richard Morris and Jamie Parker	Read "What We Don't Talk About..." by Davis	<b>Reflection Journal 3</b> <b>Critical Reflection 1</b>
5	2/8 - 2/12	<b>Watch:</b> <i>Everyday Heroes</i>	Read "The Civic Mission of Schools" by Gould	<b>Reflection Journal 4</b>
6	2/15 - 2/19	<b>Event:</b> Pitch on West	Read "Engaged Learning and the Core Purposes of Liberal Education" by Harward	<b>Formal Presentation 1</b> <b>Reflection Journal 5</b>
7	2/22 - 2/26	<b>Guest Lecture</b> - Leadership: Drew Koch, Program Coordinator of Student Success	Participation in Emerging Leaders Conference	<b>Reflection Journal 6</b>
8	2/29 - 3/4	<b>Discuss:</b> Project Overview - Planning for Implementation	Work with Student Leaders on Project Overview & Event Planning Guide	<b>Begin Project Overview Packet</b>
9	3/7 - 3/11	Spring Break - No Classes	University Closed	
10	3/14 - 3/18	<b>Guest Lecture</b> - Event Planning: Lauren Griswold, Director of Marketing &	Read "Combining Service Learning on Campus ..." by Checkoway	<b>Critical Reflection 2</b>

Commented [KM10]: C-4

Literacy and Critical Inquiry [L]

		Communication, New College		
11	3/21 – 3/25	Watch – <i>Minds in the Water</i>	Read “The Biggest Non-Profit Mistake...” by Braun	<b>Reflection Journal 7</b>
12	3/28 – 4/1	Guest Lecture – Budgets: Erika Yoshimura, Director of Fiscal Business Services, New College	Read “The Limits of Service-Learning” by Butin	<b>Reflection Journal 8</b>
13	4/4 – 4/8	Facilities on Campus & Club Creation: Chad Morgan, Director of Student Activities & Victoria Ritchie, Coordinator of Student Engagement	Read “How Campuses Can Create Engaged Citizens” by Raill and Hollander	<b>Reflection Journal 9</b>
14	4/11 – 4/15	Final Arrangements	Work on your presentations	<b>Critical Reflection 3</b>
15	4/18 – 4/22	Practice Presentations	Work on your presentations	<b>Self-Evaluation</b> <b>Formal Presentation 2 and Project Overview</b>

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**Required and Suggested Texts**  
**IAS 294 Innovation Challenge, Service Learning, and Leadership**  
**General Studies Proposal: Literacy and Critical Inquiry [L]**

**(Permanent course request submitted as NEW 200 Innovation Challenge, Service Learning, and Leadership)**

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