

UPDATE: PSU Early Alert System Participation Meditation and Service

2021 WINTER UNST 421 - 536 6 credits CRN 44302

Monday and Wednesday, 8:15-10:05 am

Remote Learning

“Your body is your first home.
Breathing in, I arrive in my body.
Breathing out, I am home.” – Thich Nhat Hanh

A Buddhist monk born in 1926 and exiled from Vietnam until 2005.
He is a peace activist and founder of the Plum Village Tradition

INSTRUCTORS

Jenna Padbury, MA

I most readily respond to she/her pronouns and welcome the use of they/them.

Areas of Responsibility

Lead instructor on Wednesdays, all questions about assignments, absences, and service

Phone 503-725-6126

Please leave a voicemail with a detailed message and the best times to reach you.

Call when you need to. I turn off my phone when I am not available. I do not typically answer my phone on Saturdays or Sundays.

Email padburyj@pdx.edu

ONLY use the above email address. I do not use D2L email. Anticipate at least a 24 hour response time. I do not typically respond to emails on Saturdays or Sundays. If your question requires more than a short answer please call.

Office Hours:

By appointment. Typically available Mondays immediately following class.

Birdie Marmaduke, MA

I most readily respond to she/her pronouns and welcome the use of they/them.

Areas of Responsibility

Lead instructor on Mondays, questions or concerns about meditation practice

Phone: I do not currently have an office phone. When needed, phone appointments can be arranged via email.

Email: birdie@pdx.edu

ONLY use the above email address. I do not use D2L email. Anticipate at least a 48 hour response time.

Office Hours: By appointment.

CAPSTONE DESCRIPTION

With meditation as our framework, we will explore personal awareness as a foundation for personal and global healing. Meditation is a practice that encompasses a philosophy of living with a quiet mind, open heart, and in service to others. This capstone provides an opportunity to explore ancient Eastern philosophy, personal healing, and social responsibility within the context of a regular meditation and mindfulness practice. Service-learning with our non-profit community partners gives context to learners' engagement with the course materials. Equally important, it provides an opportunity to practice present moment awareness while deepening students' experiential understanding about the social determinants of health and their influence on individuals, communities, and society as a whole.

Meditation and Service is a culminating course in the University Studies (UNST) program. Capstones are a culminating educational experience where students complete professional quality community based projects while learning about complex social issues. They provide an opportunity for students, faculty, and community members to learn together. Successful Capstone students will demonstrate their readiness to be well educated, civically engaged members of their communities and workplaces.

Students earn 6 upper division credits for a Capstone course and they should allow for 14-18 hours of committed coursework per week. Successful students will actively engage with this course in some way most days of the term. Students often describe Capstones as both more challenging and more rewarding than they expected. As needed, follow this link to [Frequently Asked Questions about Capstones](#)

COURSE OBJECTIVES

- Acquire knowledge about and experience in mindfulness meditation and philosophy
- Investigate the concept of personal and community health and well being
- Coordinate with community partners and classmates throughout their service learning experience
- Share and adapt knowledge about meditation and/or relevant topics related to social responsibility with their personal community
- Apply mindfulness principles in the class, at their community service site, and in a team environment

UNIVERSITY STUDIES GOALS

Inquiry & Critical Thinking

Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.

Communication

Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.

Diversity, Equity, & Social Justice

Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

Ethics, Agency, & Community

Students will examine values, theories and practices that inform their actions, and reflect on how personal choices and group decisions impact local and global communities.

COURSE MATERIALS

Tao Te Ching by Steven Mitchell **OR** by Gia-Fu Feng & Jane English **OR**
by Jonathan Star

Wherever You Go There You Are by Jon
Kabat-Zinn

Ethics for the New Millennium by the Dalai Lama
Additional assigned materials are listed online in
D2L

COURSE D2L WEBSITE

Course materials and assignments are on D2L.

The Course Schedule AKA Course Calendar on D2L includes all **Prepare for Class** assignments and other written assignment due dates.



Photo by [Free To Use Sounds](#) on [Unsplash](#) Description: gold colored bowl with wooden cylinder striking the bowl. Hand is holding the cylinder and the sun is shining through a window

COURSE COMPONENTS

COMMUNITY PARTNER PLACEMENT

Ongoing and required to pass the course

Community based learning is an inherent part of the course that requires planning and intentional presence outside of the class meeting times. Typically learners commit 20-26 hours throughout the term to serve with a community partner. Students can only achieve the course objectives by fulfilling their commitments to the community partners. Learners draw on their experience with their peers and the service site when they critically reflect on course materials, activities, and assignments. **Completing fewer than 14 of the 20-26 required hours will result in a maximum final grade of a C. Completing fewer than 8 hours of service will result in failing the course. All service hours must be completed by the end of the term.**

FOLLOW YOUR INTEREST SOCIAL MEDIA SMALL GROUP ASSIGNMENT

15% of final grade

This is a 3 part practical research assignment. For part one small groups will submit topics and a basic work plan. In part two small groups will research and put together social media campaigns for our Community Partner. For part three small groups will reflect, review, and evaluate their work together.

LEARNING LOGS

35% of final grade

Logs are submitted five times during the term.

The logs are a tool to demonstrate familiarity with assigned course activities and materials. They provide a place for learners to explore initial connections or understanding between course materials and the learner's lived experience. They act as a tool to cultivate a consistent positive habit of mindful awareness through near daily engagement.

CRITICAL REFLECTION ASSIGNMENTS

50% of final grade

- Four Critical Reflection Journals are submitted during the term.
- Three Day “Unplugged” assignment includes critical reflection and takes place at the learner’s preferred time.
- Final Critical Reflection is submitted at the end of Week 10

Critical reflection is a lifelong practice and it might be new to some learners. It is a learning strategy intended to integrate and explore your thoughts, feelings, and beliefs on subjects pertaining to the course materials, class activities, and/or personal experience. Learners are encouraged to consider deeply their experience with course themes to gain greater insight into themselves and the impact of the capstone experience might have. Critical reflection is not an exercise in simply restating ideas you have read or heard. Instead, it is an opportunity to consider your own ideas and beliefs in the context of what you are learning. Critical reflections are often thought of as a dialogue between the learner, the course materials, and the wider world. Your work is not assessed on correct or incorrect ideas but for depth of reflection, insight, and self-awareness.



Photo by [MD_JERRY](#) on [Unsplash](#)

COURSE POLICIES

PSU STATEMENT ON TECHNOLOGY USE: We will use technology for virtual meetings and recordings in this course. Our use of such technology is governed by FERPA, the [Acceptable Use Policy](#) and PSU's [Student Code of Conduct](#). A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Your instructor will not share recordings of your class activities outside of course participants, which include your fellow students, TAs/GAs/Mentors, and any guest faculty or community based learning partners that we may engage with. You may not share recordings outside of this course. Doing so may result in disciplinary action.

The instructor's default is to have open, honest conversations with learners. The detailed policies outlined below cannot capture the importance of basing all of our relationships in this learning community on integrity, trust, and compassion. I ask you to practice integrity and open, honest conversations with me and with each other. Clear policies are in place to provide all of us guidance and to support creating dynamics that allow informed choices for learners while avoiding favoritism and implicit bias on behalf of the instructors. This is especially helpful when we are faced with unexpected, new, or difficult circumstances. When situations arise that do not seem clear students and I typically find guidance and comfort in these already established policies. When in doubt, I get curious and I work on connecting everyone involved with transparent and equitable solutions.

PARTICIPATION AND ATTENDANCE

Required to pass the course

This is an interactive course that requires an active in class and outside of class presence. We are growing in our mindfulness together and each person's engaged presence benefits us as a whole. On any given day we will each do our best to embody awareness, positive intent, receptivity, and personal responsibility. Learning community members are asked to prepare for each class by reading and thinking about assigned materials before we gather.

Yikes! Unforeseen circumstances-Please communicate

Whenever possible, please notify the instructor(s) prior to any absence or change in arrival or departure time. When a service shift is impacted, communicate with the community partner, your service team, and the instructor.

Class on Mondays and Wednesdays and Service Commitments

- It is better to be late than absent.
- Aim to be on time and actively participating in class unless you are experiencing a documented emergency, significant unavoidable event, serious personal illness or someone considered family becomes unavoidably dependent on you that day.
- Attending class and not demonstrating preparedness to participate is very occasionally understandable. Please be honest and transparent if this occurs. If this happens more than 1 or 2 times learners should take that into consideration when suggesting their final grade.
- Learners may miss a total of **2 classes including scheduled service shifts** (without it negatively impacting their final grade. Please prioritize participating in our class and scheduled service time together; do not *plan* on missing them.
- **Documented emergencies**
Exceptions are made for documented emergencies for the learner or someone they consider family **and** if make-up work is requested within 7 days of the absence. It is always the learner's responsibility to contact the instructor and to provide documentation.

Make-up work

Please request make-up work from the instructor within 7 days of any absence and complete it on the agreed up schedule or reflect your absence as part of your final grade. There is no make-up work for scheduled service shifts.

Impact of absences if you do not request and complete make-up work:

- **3 absences** an A- is the highest possible final grade.
- **4-5 absences** deduct 1 full letter grade from what the learner would otherwise earn
- **6 absences** deduct 2 full letter grades from what the learner would otherwise earn
- **7 or more absences** deduct 3 full letter grades from what the learner would otherwise earn--This is likely a failing grade
- Baring a catastrophic term that involves the Dean of Student Life, learners must attend at least 12 of our classes to pass the course.
- 2 late arrivals are considered an absence. Arriving more than 1 hour late is considered an absence--It is still better to attend than to miss an opportunity to gather with the Capstone learning community.

DUE DATES AND LATE ASSIGNMENTS

See D2L online Course Schedule for assignment details and due dates.

- Assignments are considered submitted when the **link** to your shared, “Can Comment” Google Doc is submitted to the D2L assignment folder.
- Turning in an exemplary late assignment is better than turning in a poorly executed on time assignment.
- Unless there is a documented emergency late assignments receive a 10% deduction from the earned grade through the 7th day after the original due date. Note well: Logs are due within 48 hours and receive at least a 50% deduction.
- Assignments (not logs) submitted more than 7 days after the original due date receive a maximum of 50% of the original grade.
- Unless a learner has experienced a late term documented emergency no assignments are accepted after 8:00 am Monday of Exam Week



**"Without inner change there can be no outer change.
Without collective change, no change matters."**

~ angel Kyodo williams

"...not that a Black, mixed-raced woman Zen priest is ordinary to begin with, but Rev. angel Kyodo williams defies and transcends any title, descriptor or category you can imagine. freed from ordinary ways of naming, she captures imaginations, expands visions, and gets straight to the heart of the work of liberation." Taken from <https://angelkyodowilliams.com/about/>

Final Evaluation and Grading

Meditation enables us to gain greater agency over our own lives, contribute to our community and society at large, and foster a sense of wellbeing. In keeping with the concept of personal and social responsibility, you will **evaluate your own work and participation and determine your own final grade**. You will use the grading rubrics on the following pages as a framework. While each assignment does have points assigned to it, the overall intent of the grading system is to provide a more subjective evaluation rather than a quantitative assignment to assignment breakdown.

I read and provide feedback on assignments. I do not grade assignments. Learners are always welcome to ask for a conversation if they have any concern or confusion about their participation, completion of assignments, or active contributions to our learning community and community partner service site. If your self-evaluation seems artificially high or artificially low, I will contact you to discuss it. The discussion would typically take place in real-time rather than an email exchange. We will try to make this happen before grades are due. If that is not possible, you will receive an “M” grade (which stands for “missing” and will remain on your transcript until we determine your final grade). In the unlikely event we don’t come to an agreement after reviewing your coursework and participation or within 30 days of the final day of class I will make the final decision regarding your grade by reviewing and assigning points for each assignment.

Please keep all the work you produce in this course until your final grade has been posted. You will review your coursework as part of your final assessment. I will track your attendance and submission of work and it is wise to track these yourself as well.

OVERALL DESCRIPTION FOR GRADING

<p>A 900- 1000 points</p>	<p>Your presence, contributions, and assignments consistently represent your best work and best effort</p> <p>Full, active participation in all areas of the course throughout the term</p> <p>Read instructor feedback and integrated suggestions as needed and/or sought additional guidance</p> <p>No missing and likely no more than 1-2 excellently executed late assignments</p> <p>Absences and late arrivals do not need to be taken into account</p> <p>All service hours completed and intentionally coordinated well with team</p>
<p>B 890- 800 points</p>	<p>Capable and consistent work and effort</p> <p>Regularly did your best work and best effort and occasionally did not</p> <p>Consistent participation in all areas throughout the term with areas you are aware could have benefitted from a bit of additional time, energy, or attention</p> <p>Read instructor feedback and sometimes considered how you would integrate suggestions in the future</p> <p>Might have 2-3 missing or late assignment but all other work is outstanding</p> <p>More than 2 absences might need to be taken into account</p> <p>All service hours completed and coordinated with team as needed</p>
<p>C 790- 700 points</p>	<p>Average</p> <p>Occasionally did your best work and occasionally exerted best effort</p> <p>Often submitted work that you were aware could be improved upon</p> <p>Participated in all areas of the course with an awareness that you could be better prepared and/or more committed in your exploration and learning</p> <p>Read instructor feedback with limited consideration about how you might improve your work in the future. Might have 1 or more missing and/or late assignments and other work is average</p> <p>More than 2 absences need to be taken into account</p> <p>Service hours may be incomplete</p>
<p>D 690- 600 points</p>	<p>Minimal</p> <p>Rarely did your best work or rarely made your best effort</p> <p>Most work submitted was rushed, incomplete, and/or clearly lacking depth and curiosity</p> <p>Participated but lacked focus, preparation, ability and/or commitment to integrate the information</p> <p>Likely missing assignments or consistently late and/or absences need to be taken into account</p> <p>Service hours are likely the absolute minimum or incomplete</p>

LOGS 35% of total grade

5 separate logs 7% each

See the detailed rubric included in the log assignment. Overall:

- Submitted on time?
- All parts complete and thorough?
- Note any missing **Prepare for Class** sections more than 2 for the term?
- Meditation and Mindfulness content is thorough and honest reflecting an almost daily engagement with the course activities or materials
- Service log content is accurate and was kept up to date

CRITICAL REFLECTIONS 50% of total grade

See the detailed rubric included in each assignment. 4 Journals 6% each,

Unplugged Assignment 10%, and Final Critical Reflection 15%

- Submitted on time (deduct 10% of earned grade up to 7 days late; 50% of earned grade after that)
- Included a deep and thoughtful exploration of the subject with clear and intention and integration of lived experience
- Well developed themes that include synthesis of course materials and conclusions or closing thoughts

FOLLOW YOUR INTEREST SMALL GROUP SOCIAL MEDIA

ASSIGNMENT 15% of total grade

- Submitted a topic and basic plan on time
- Topics and final products took community partner's input into primary consideration
- High quality final quality social media content submitted
- Participated as an active colleague within your small group

COMMUNITY PARTNER PLACEMENT

- Completed 20-26 hours throughout the term
- Worked cooperatively with other students
- Acted respectfully and responsibly toward everyone involved
- Integrated principles of mindfulness
- Integrated aspects of this experience into journals and/or critical reflections

Completing fewer than 14 of the 20-26 required hours will result in a maximum final grade of a C.

Completing fewer than 8 hours of service will result in failing the course.

ATTENDANCE AND CLASS PARTICIPATION

Attendance

- Learners may miss a maximum of **2 classes** for any reason without it negatively impacting their final grade.
- **Documented emergencies**
Exceptions are made for documented emergencies for the learner or someone they consider family **and** if make-up work is requested within 7 days of the absence. It is always the learner's responsibility to contact the instructor and to provide documentation.

Impact of absences if you do not request and complete make-up work:

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PSU Codes of Conduct

<http://www.pdx.edu/dos/policies-codes-of-conduct-at-psu>. This policy describes your rights and responsibilities as a member of PSU. Please be familiar with plagiarism policies.

Your capstone student handbook outlines specific policies related to conduct and safety at the Community Partner site. This handbook is available online.

<https://capstone.unst.pdx.edu/students>

Basic Needs at Portland State

It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Please contact anyone on this list for assistance.

Basic Needs Hub basicneedshub@pdx.edu

Portland State Food Pantry psufp.com pantry@pdx.edu

C.A.R.E. Team askdos@pdx.edu (503) 725-4422

ACCESSIBILITY STATEMENT

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers, please register with the Disability Resource Center (DRC) (503-725-4150 or drc@pdx.edu) in order to establish reasonable accommodations. Once you have registered with the DRC, please schedule a time to talk to me so that we can discuss your needs for the term.

TITLE IX STATEMENT

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a Confidential Advocate at 503-725-5672 or by scheduling on-line: psuwrc.youcanbook.me. You may also report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life. Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual

harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. For more information about these matters that include Title IX, please complete the required student module Creating a Safe Campus in your D2L.

Global Diversity and Inclusion

Diversity, equity, and inclusion is not only a value and a mission of Portland State University, it is the essential framework of who we are and what we do as an institution and community. Global Diversity and Inclusion is the central division that leads and facilitates the continuous quest for Inclusive Excellence. See this website for more details.

<https://www.pdx.edu/diversity/home>