Senior Capstone UNST 421-514, Fall 2021 – CRN: 14028

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| **Class meetings** | **Instructor** |
| Fridays 10:30-1:50 | Joseph Wightman |
| Cramer Hall 201 | josew@pdx.edu |

Office hours: By appointment. Please email or see me in class to arrange a meeting.

Campus Location: Cramer Hall 117 Phone: 503-725-5890 (UNST main office)

**Note:** This syllabus is a living document, adapted from earlier documents, used for in-person and remote classes, and subject to debate and negotiation. Please excuse any confusion resulting from the re-writing of it, and feel free to contact the instructor for clarification. Allowances will be made for mistakes made as a result of critical oversights. If our goals are aligned, simple communication will save us.

**COURSE DESCRIPTION**

Senior Capstone courses are designed to build cooperative learning communities by taking students out of the classroom and into the field. Students from a variety of majors and backgrounds work as a team, pooling resources, and collaborating with faculty and community leaders to understand and find solutions for social issues (in this course, the focus is on educational equity). Experiential learning facilitates the creation and ownership of mutually beneficial goals, and underscores the meaning and power that engaged citizens have or can have on themselves and on the communities in which they are and will be members.

This course explores education as a key influence on an individual’s social and economic future and provides opportunities to contribute to the educational process in a leadership capacity. Through course material, students are exposed to leadership development, theory, and skills. In developing service projects for Portland schools, PSU students will be challenged to use and develop communication, relationship-building, and leadership skills. Each student will work in a group of peers throughout the term and, using those experiences as a foundation for discussion and reflection in class, will explore educational capital, social responsibility, and leadership. **A PPS background check is required.**

This course may feel different than other courses you have taken in the past. First, the course will rely less on lecture-style content and more on experiential and student-led learning. Each of you brings particular expertise from your major and life experience to this course. You will be asked to contribute this expertise to our class activities, assignments and to your final group project. Attendance and full participation is critical to a successful learning experience in this course as so much of our learning takes place in a group context. In the capstone setting, students, instructor and community partners are viewed as co-teachers and co-learners. We will work together to achieve goals that both benefit your educational experience and address a real need in the community.

**This Capstone is Dedicated to Improving Educational Equity:**

* To facilitate an understanding of education, civic engagement and social responsibility and education as essential to a healthy, functioning, and democratic society
* To explore and dismantle barriers to educational access (power and privilege)
* To gain an awareness of educational experiences as fostering pathways to success
* To develop leadership skills and behaviors

**By the end of the term, Capstone students will**:

* Understand the importance of educational equity and educational capital in society
* Develop an understanding of the Social Change Model of leadership development (SCM) and the leadership potential to become more civically engaged
* Develop their own responsible working theory of leadership and be empowered to participate in social change
* Have an understanding of leadership as applied in the public school environment
* Recognize linkages between leadership theory and practice through experience in tutoring and mentoring public school students

**University Studies Goals**

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

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| **Diversity, Equity, & Social Justice** | **Ethics, Agency and Community** |
| Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives. | 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. |

For more information see: http://www.pdx.edu/unst/goals.html

Communication

In terms of practiced skills, students in this course will have the opportunity to read and write, work in groups, view and interpret data, negotiate formal relationships with public school administrators and faculty, and present to a public audience and peers.

At a deeper level, students will use reflective writing to consider and articulate their experiences in a way that highlights the significance of reaching beyond their limits of comfort and familiarity. They will be challenged by the requirements of working closely with a team of classmates, negotiating and executing a meaningful end product in service to the targeted community, one that results from close interaction with and consideration of the needs of that particular community. They will be challenged to present the most meaningful aspects of that effort to their peers.

Critical Thinking

Students will be encouraged to connect their individual disciplines, academic interests, and life experiences to newly-learned information about communities, issues of educational equity and gentrification, and theories about leadership and mentoring. They will apply learning to an issue that they identify within the community, with an emphasis on understanding how their own leadership impacts the lives of those they serve. Reflective practice will help to bring these issues and connected theory and practice into sharper focus, deepening students’ awareness of their own roles in society. Many students will find that they leave the class with more questions than when they started, but that these new questions promise more meaningful answers.

Diversity, Equity, and Social Justice

In the classroom, students will be asked to listen generously and actively to the perspectives of their peers, explore their own biases, and openly discuss the significance of their own experiences. Readings will challenge conventional thought and societal norms, with the intention of highlighting invisible privilege and oppression.

Time at the community partners’ sites will offer opportunities to explore the lived experiences of those who are impacted by power dynamics that often remain opaque in the public discourse. Service at these sites will also give students a chance to become active participants in that conversation. They will be encouraged to consider the multiplicity of intersecting identities that each of us brings to any given social setting, and how those identities affect our interactions, power relationships, and motivations for action. In the end, students will learn to respect and honor the experiences of others who themselves struggle with understanding their own cocktails of identities.

Ethics, Agency & Community

“Agency,” particularly in the context of social justice, implies action. Ethics will guide that action, if it is to be responsibly executed. Both the Social Change Model of Leadership and the University Studies program emphasize these concepts. Students in this Capstone will reflect regularly on how their own work aligns with the goal of ethically responsible civic action, comparing existing beliefs to concepts introduced in the course materials, and balancing their work in the community against the needs of those they serve.

Working in schools with historically underserved populations will inspire students to explore the implications that economic development and gentrification have for fairness in the public education system. We will examine how these schools have defied traditional approaches to create a curriculum that addresses the particular needs of their students, and how those improvements have hastened the changes in these communities. What should leaders in the schools do to protect and support their students in this volatile environment? What have other communities done? What are the consequences of insulating schools from outside influences? Students in this class will be encouraged to consider these and other ethical dilemmas.

**COURSE LOGISTICS**

**Course community partners:**

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| Rigler Elementary | http://www.pps.net/Domain/147 |
| 5401 NE Prescott Street | (503) 916-6451 |
| Portland, OR 97218 | Contact: Maria Paz Herrera (SUN Schools), pazm@latnet.org |



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| Harvey Scott Elementary | https://www.pps.net/scott |
| 6700 NE Prescott Street | (503) 916-6369 |
| Portland, OR 97218 | Contact: George Caceres (SUN Schools), george@latnet.org |



**Course Readings:**

Course readings are available:

* Online (links in course D2L site, on reserve at Millar Library), or
* Handed out in class.

To access course D2L site (available the first day of the term):

1. Go to: https://d2l.pdx.edu/

2. Click on the Login button.

3. The Login page will open where you use your ODIN ID as the user name and your ODIN password to log in.

4. If you have not used D2L before, visit: https://www.pdx.edu/technology/d2l for a tutorial.

5. If you are unable to log in, contact the OIT Helpdesk for assistance at 503-725-4357.

**COURSEWORK EVALUATION AND OTHER POLICIES**

**Grading**:

Grades for this course will be determined according to performance on the following assignments:

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| Course attendance (20); Active participation in class activities (10), Discussion Lead (5) | **35** |
| Service: Work at community partner site and weekly journals/reading reflections (20); Group project (15) | **35** |
| Reflections: Leadership Discussion (5); Individual presentation (10) | **15** |
| Final reflection and self-assessment (15) | **15** |
| Total Points for class | **100** |

**Attendance and participation:**

The format of class sessions is based on the understanding that we all construct and contribute to individual learning. Class sessions will emphasize active and collaborative learning, including discussions focused largely on assigned readings, your experiences at the community partner site, interactive lecture, and in-class projects. As such, class attendance and participation are required and attendance is taken each class period.

* During remote learning, full participation is premised on everyone having a working camera, microphone, and speakers for remote learning. **Cameras should be kept on during class** (exceptions may be made on a case-by-case basis).
* **If you miss more than one class meeting, you will not be able to pass this course.**  Extenuating circumstances require conferencing with the instructor as early as possible.

Being prepared for class means:

• completing readings on time,

• developing discussion points for class,

• active participation in class discussions and peer grading exercises,

• participating in in-class reflections,

• and leading discussions, when assigned.

**Individual service reflections:**

Individual presentations are presented at the end of the term (see D2L for guidelines). These are 5-minute oral reflections on service, group work, and personal growth. This is your opportunity to share with your peers what you have learned during the term.During remote learning, these presentations will be handled via D2l discussions. Prompts will be provided.

**Community service activities:**

Informed community work comprises this portion of the grade. **Fall Term 2021** will include in-person tutoring with PPS students, requiring Capstone students to schedule approximately 3-4 hours per week (20 hours for the term) in cooperation with PPS partners. Each student is expected to work collaboratively with a group of peers to develop a project in service to and in cooperation with the partner school. It is expected that you maintain a log of time spent on tutoring and project work and produce regular reflections on the connections you are making between the project and academic work. Weekly journaling is required, and will be submitted through D2L dropbox as part of reading reflections.

**Final reflection:**

A series of short-answer essay questions will be posed, covering the content from the class. Notes and materials may be utilized for this final, the purpose of which is to reflect on the integration of the Universities Studies goal areas with the course materials and with your work with the community partner. You will also be asked to evaluate your own leadership growth, using a short rubric. Final drafts will be due via D2L dropbox by 5PM on the last day of class. **There is no page/word-count requirement, though most 'A' papers have ranged from 3-6 pages. Clarity and sincerity are appreciated.**

**Additional course and grading information:**

• Late submission are accepted, but students are asked to contact the instructor prior to the deadline to request an extension.

• Incompletes must be negotiated before the end of the term. A contract must be filed with the UNST office, with signatures of student and instructor.

* Individual check-ins will take place during week 5.
* In the event of inclement weather, or depending on coverage of scheduled content, we may need to hold class during finals week, and our tight schedule may necessitate some adjustments. Please plan individual schedules around attending during regular hours in week 11 (Summer Term finals are held during week 8 - our class will meet).

**Technology etiquette and use of laptops:** To foster a productive environment free of distractions for all participants, it is expected that you turn off or silence your phone and put it away during class time. Similarly, it is expected that other technological devices are used only for the purposes of taking notes, downloading class material from D2L, or working on in-class exercises. Your technology use will not be intentionally monitored. It is assumed that you will choose to act responsibly and respectfully.

**PSU code of conduct:** Academic integrity is essential to a positive teaching and learning environment. All PSU students are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. It is strongly encouraged that you read the Portland State University Student Conduct Code, which details your rights and responsibilities as a student and as a member of the PSU community: http://www.pdx.edu/dos/psu-student-code-conduct

**Classroom Requirements for All Students and Faculty Due to Covid-19:**

The University has established rules and policies to make the return to the classroom as safe as possible.  It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires students to comply with the following.

**Masks Required at all Times in Classroom**

1. [Wear a mask or face covering indoors](https://www.pdx.edu/covid-19-response/masks) at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. **Because a mask must be worn in the classroom, there should be no eating or drinking in the classroom.** If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from the [Disability Resource Center (DRC)](https://www.pdx.edu/disability-resource-center/) to be exempt from this requirement.
2. CDC, State, and County guidance does not limit class size for in-person instruction or require physical distancing.

**Vaccination**

* Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](https://www.pdx.edu/covid-19-response/vaccinations) form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on “COVID-19 Vaccine Exemption Request Form” to establish those exemptions.

**Health Check, Illness, Exposure or Positive Test for COVID-19**

* Complete the [required self-check for COVID-19 symptoms before coming to campus each day.](https://www.pdx.edu/health-counseling/sites/g/files/znldhr771/files/2021-04/Student_COVID_Check_4.19.21.pdf)
* If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call SHAC to discuss your symptoms and situation (503.725.2800). They will advise you on testing, quarantine, and when you can return to campus.
* If you test positive for COVID-19, [report your result to SHAC](https://docs.google.com/forms/d/e/1FAIpQLSfu4kQiNOxF1V0F0lsYZ90e4vyyefE3R0Z4Dmz-ADI1MOlsYQ/viewform) and do not come to campus. SHAC will advise you on quarantine, notification of close contacts and when you can return to campus.
* Please notify me, (i.e. your instructor), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.
* If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

**Failure to Comply with Any of these Rules**

As the instructor of this course, the University has given me the authority to require your compliance with these policies. If you do not comply with these requirements, I may ask you to leave the classroom or I may need to cancel the class session entirely.

In addition, failure to comply with these requirements may result in a referral to the Office of the Dean of Student Life to consider charges under PSU’s Code of Conduct.  A student found to have violated a university rule (or rules) through the due process of student conduct might face disciplinary and educational sanctions (or consequences). For a complete list of sanctions, see Section 14 of the [Student Code of Conduct & Responsibility](https://www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility)

**Guidance May Change**

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University’s main [COVID-19 Response](https://www.pdx.edu/covid-19-response) webpage and look for emails from the University on these topics.

**Students with disabilities:** A sincere attempt has been made to remove known barriers to participation in this course, but some unanticipated issues may remain. Accommodations are collaborative efforts between students, faculty and the Disability Resource Center (DRC). If you have accommodations approved through the DRC, you are responsible for contacting me prior to or during the first week of the term to discuss accommodations. If you believe you are eligible for accommodations but have not yet obtained approval through the DRC center, contact the DRC immediately at: 503-725-4150. As always, I welcome conversations about how to make learning more accessible to everyone in the class.

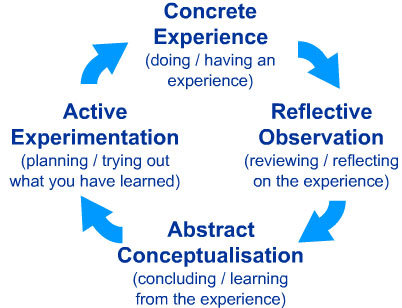
**Writing assistance programs:** High quality writing is expected for this, and all, Senior Capstone course. If you feel you need additional assistance on the reflections or projects beyond what is provided in the course itself, Portland State University offers a writing center that provides writing help at all stages of the process. For example, the center can help get started on writing projects, and teach skills for revising, editing, and proofreading work. For more information, contact the center at: (503) 725-3570; 188 Cramer Hall; http://www.writingcenter.pdx.edu/

**New Mandatory Safe Campus Online Training Module:** If you have not done so already, please complete the Safe Campus Module in D2L titled “Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault." PSU requires all students to take this learning module. If you or someone you know has been harassed or assaulted, you can also find resources on PSU’s Enrollment Management & Student Affairs: Sexual Prevention & Response website at http://www.pdx.edu/sexual-assault. PSU's Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion. If you are having technical difficulties with the module contact OIT's help desk at 503-725-HELP (4357) or help@pdx.edu. If you have any questions about the module requirement refer to Safe Campus Module FAQs or contact saveact@pdx.edu.

**Center for Student Health and Counseling:** SHAC provides free services to students in need of medical and mental health assistance. Many services can be accessed remotely and via Telehealth. They are currently offering COVID-19 testing to the entire PSU community. They also provide referrals for treatment that is outside of their scope of services. They can be reached at 503-725-2800, or through their website: https://www.pdx.edu/health-counseling/

**David A. Kolb – Experiential Learning Model**

The following process of Kolb’s Experiential Learning Model should be used for your reflective writing:



1. C**oncrete Experience (doing/having an experience) -** This segment of writing is descriptive and informative, answering questions like: What are you going to be talking about and reflecting on? What happened? What are the main ideas? It’s a brief description of what happens at the community partner site and comprehending the behaviors and experience in relation to the reflection topic.

2. **Reflective Observation (reviewing/reflecting on the experience)** - Reflecting on personal reactions to the concrete service experience. The initial description of the service experience is now transformed into something that is personally relevant through the intentional process of reflection.

3. **Abstract Conceptualization (concluding/learning from the experience) -** This next step is tying course-related and content-focused material to re-describe the experience from a conceptual rather than a descriptive perspective. You may explore what you learned about the issue, yourself, and others. Sample ideas questions include: What connections between readings and practical applications are there? What did you learn about your perceptions on the topic? What biases/perspectives did you learn about yourself?

4. **Active Experimentation (planning/trying out what you have learned) -** Using new understanding of the service experience developed during the abstract conceptualization stage to stimulate an application of the new understanding of this situation within the context of a set of options for personal choices in the world. Another way to think about this section is to think strategically about how to apply new knowledge and understanding. Sample questions include: How will you integrate this knowledge into your daily life (e.g. home, work, school)? What implications does this issue have for you, others, and society?