Welcome to the Community and University Honors Seminar. This course fulfills the Social Justice and Service Learning requirements of the Honors core curriculum and is also a writing-intensive course. Our hope is that through your participation in this course you will:

1. make a concrete and welcome contribution to the Hazelwood community, and in the process
2. gain greater understanding for people in a neighborhood that may be quite different from where you grew up, and feel empathy for them
3. gain insight into assets and problems of America’s cities
4. acquire some useful skills, specifically, how to:
   a. use storyboards to generate ideas and promote decision-making
   b. develop a project work plan using a Gantt chart
   c. develop a project budget
   d. write an effective project proposal, and project report
5. gain experience in working productively in a diverse, interdisciplinary team

To meet these goals the major activities of the course will be:

- researching conditions in Hazelwood
- developing a proposal as a team, in the first month, to carry out a project to contribute to the Hazelwood community
- carrying out the project over the next three months
- exploring and discussing problems of urban communities in the U.S.
- reading, discussing and reviewing articles about collaborations between universities and communities
- reporting your work.

You can read the work of past seminars at http://www.duq.edu/candu.

Fundamental to the strategy of this course is the concept of service learning, which has been defined as follows:

Service-Learning is a method and philosophy of experiential learning through which participants in community service meet community needs while developing their abilities for critical thinking and group problem-solving, their commitment and values and the skills needed for effective citizenship. The core elements of Service-Learning are (1) service activities that help meet community needs that the community finds important and (2) structured educational
components that challenge participants to think critically about and learn from their experiences.


Speaking of service-learning another observer wrote:

Attempts to solve a social or political problem are attempts to create a new world—a new arrangement of things and a new way of acting—and the process is full of surprises and unexpected, perhaps unintended, outcomes. Such actions naturally give rise to new decisions and attempts to modify mistakes if the course we have set does not please us. . . . Political action such as service or advocacy or policy-making will never be done; it is a continuous activity. Uncertainty and change are central to its nature.


You may experience such uncertainty and change in this course.

Exams and Quizzes

There will be no examinations in this class because the major focus is on experiential learning and writing. That said, there is important reading, which we want you to respond to. We may ask for responses to what you read in the form of short writing assignments.

Attendance

Because this is a “hands-on learning” class your attendance and active participation are essential to its success. Those who choose to enroll become members of both a seminar group and a project team. We will use class time for discussions, project planning, reports, and reflection. You will not be able to make a contribution to these activities unless you attend, and the team will not be able to succeed without your participation. Please plan to attend, and please be on time to class. We will record attendance at every class. Your grade will reflect your participation.

There may be times that you will be unable to attend class because of other obligations or because of illness. Please let us know if you cannot be in class and arrange with your colleagues so that your absence will not impede the work of the group.

Reading

Please purchase the following books, which are available at the Duquesne University bookstore:


Writing

Since this is a writing-intensive course, writing is an important element of the course. Writing will take the following forms:

1. Personal Profile and Objectives (individual) Required, not graded, published Tell us about yourself. See specific instructions on the Blackboard site.

2. Blog (individual entries to a team blog) Graded, published
Share what you see and think. Aim to get others involved in a discussion about what you are doing in Hazelwood and with the project.
You will be responsible to post regularly. We will give specific instructions in class.

3. Observation Reflection (individual) Required, not graded, some published
   Describe and reflect on something characteristic or distinctive that caught your
   attention in Hazelwood.

4. Project Proposal (team) Graded, published
   Explain the project you plan to undertake and how you will accomplish it.
   You will follow the U.S. Department of Housing and Urban Development’s Office of
   University Partnerships’ format for grants from its Community Outreach Partnership Centers
   Program that we will supply when you need it.

5. Research Report(s) (individual) Required, graded, not published
   Report the findings of your background research for development of the project.

6. Reviews (individual) Graded, published
   Contribute to an annotated on-line bibliography.
   Over the course of the term we will ask you to find and review at least three articles,
   totaling at least 18 pages, on the subject of the relationship between higher education and civic
   or community improvement. See the course Web site for many examples. The reviews are to
   follow a format we will give you. Your finished reviews on the Web will help build a
   bibliography to which others can turn to learn about connections between universities, their
   surrounding communities, and civil society.

7. Project Report (team) Graded, published
   Report on your project and share lessons for others.
   Your report will follow the U.S. Department of Housing and Urban Development’s
   Office of University Partnerships’ format for grants from its Community Outreach Partnership Centers
   Program that we will supply when you need it.

8. Assessment (individual) Required, not graded, published
   Assess what you learned in the course.

All assignments except the blog are to be submitted through Blackboard. Submissions
are due by 9 a.m. preceding the class on which they are shown as due on the schedule below.
Because many of your finished writing assignments will appear on the course’s public
Web site (www.duq.edu/candu) they need to be good. Please follow instructions. Read out
loud. Proof read. Check spelling. Read your work to others and ask them to criticize it. The
pieces you write will be short. Do not let that fact deceive you into thinking that writing them
will take little time. Quite the contrary, good short compositions are often more difficult and
time-consuming to write than long ones. The key is to write, then rewrite, then rewrite again.
You cannot assume you have done the job adequately once you have written your first draft.
We will comment on your submissions and return them to you for revision after grading, as
needed. You may return them for a higher grade. Please pay careful attention to our
comments.

Service-learning Project
As a class you will choose the service-learning project that will constitute the core
of the seminar based on what you learn from the community. See the attached list of
characteristics of effective service-learning projects, made by students in earlier seminars. In
selecting your project you should strive to incorporate these characteristics.
We wish to highlight two characteristics that will affect the impact of your project on the community: reciprocity and sustainability.

**Reciprocity** refers to the idea that both the community and you should benefit from the project. You will benefit by what you learn through undertaking the project, but in exchange we want to insure that the community also benefits. Since our community partner has identified projects where they want our help we can assume this.

**Sustainability** means that we don’t want the community to feel that we are doing the project just to get what we need and then are leaving because we don’t need them any more. Rather, we want the community to know that Duquesne University has an ongoing interest in their success, and we want the project to continue to benefit the community after our work is done. The nature of the projects our community partner has asked us to undertake insure sustainability if we do them right.

Each year’s project is different, but every seminar needs to address these important issues of reciprocity and sustainability to insure that their project truly benefits the community.

**Grading**

We will use the +/- grading system in this course. Over half your grade will be based on your writing (some of which relates to the project), and a quarter is based on how well you perform as a member of the project team (including your contributions to planning and execution of the project), as judged both by us and your colleagues.

Understanding Context: Blog entries (10%), Research Report (15%), Literature Reviews (15%), Class participation (10%) = 50%

Project: Project Proposal (team, 10%), Project Report (team, 15%), Contribution to Team (individual, 25%) = 50%

Total = 100%

**Other Matters**

We will adhere to the McAnulty College’s academic integrity policy for this course (as described on DORI).

Students with documented disabilities are entitled to reasonable accommodations, if needed. If you need accommodations, please contact the Office of Freshman Development and Special Student Services, 309 Duquesne Union, 412-396-6657, immediately. Accommodations will not be granted retroactively.

**Contacts**

Deacon Tom Berna, St. Stephen Parish
dcn.tom@ststephen-hazelwood.org, 412-421-4748
http://www.ststephen-hazelwood.org

Mr. James Richter, Hazelwood Initiative
jwarichter@comcast.net, 412-421-7234, http://www.hazelwoodhomepage.org

Rev. Tim Smith, Center of Life
smithcol161@gmail.com, 412-521-3468, http://centeroflife.net

Mr. Michael Wilson, Greater Hazelwood Community Collaborative
michaelwilsonsr@aol.com, 412-513-1096
Schedule and Assignment Due Dates

The following schedule may change as the semester continues and the project evolves.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Th, 1/8</td>
<td>Introduction</td>
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<tr>
<td>T, 1/13</td>
<td>Submit your personal profile and goals for the course by 9 a.m.</td>
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<tr>
<td>Th, 1/15</td>
<td>Visit Hazelwood: Tour St Stephens and possibly Center of Life or the Hazelwood Initiative</td>
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<td>T, 1/20</td>
<td>Impressions of the Hill District</td>
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<td>Th, 1/22</td>
<td>Submit a draft of your ethnographic observation report by 9 a.m.</td>
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<td>T, 1/27</td>
<td>Submit your final ethnographic observation report and your draft research report by 9 a.m. Discuss the project proposal, Gantt charts and budgets.</td>
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<td>Th, 1/29</td>
<td>Submit your final research report by 9 a.m.</td>
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<td>T, 2/3</td>
<td>Submit the draft consolidated team research report by 9 a.m.</td>
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<tr>
<td>Th, 2/5</td>
<td>Submit the final consolidated team research report by 9 a.m.</td>
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<tr>
<td>T, 2/10</td>
<td>Submit the draft project proposal by 9 a.m.</td>
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<td>Th, 2/12</td>
<td>Submit the final project proposal by 9 a.m.</td>
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<td>Th, 2/26</td>
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<td>T, 3/3</td>
<td>Spring break</td>
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<td>Th, 3/5</td>
<td>Spring break</td>
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<td>T, 3/10</td>
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<td>T, 3/31</td>
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<td>Th, 4/2</td>
<td>Easter Break</td>
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<td>T, 4/7</td>
<td>Easter Break (Monday schedule)</td>
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<td>Th, 4/9</td>
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<td>T, 4/14</td>
<td>Submit the draft project report.</td>
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<td>Th, 4/16</td>
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<td>Th, 4/23</td>
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<td>T, 4/28</td>
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<tr>
<td>W, 5/6, 11-1</td>
<td>Make a presentation of the project. Submit the final project report Submit your personal assessment</td>
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Excellent Service-learning Projects

An excellent service-learning project will:

perform a real service
  • meet a real community need
  • show awareness of the community context
  • reflect understanding of its place in the community
  • make a real contribution to the community
  • have measurable outcomes
  • help attain community goals
  • consider sustainability

contribute to students’ learning
  • have personal meaning
  • include a thoughtful response

have professional or educational meaning, and possibly a disciplinary connection
  • produce a professional product
  • build students’ skills
  • tie with a student’s disciplinary exploration, learning, or progress
  • depend on expertise acquired through university study, including, where appropriate, disciplinary expertise
  • demonstrate critical thinking and communication skills

build university-community connections

offer or make available university resources to the community

reflect an investment of substantial time

be enjoyable to participants

include a high-quality report and presentation