



Active Citizens: Making a Difference in the Community, Workplace World Undergraduate Course Information Guide

Course Number: LL 305, 4 credits, 10 Weeks

Cross listed Course Number: SNC 223, 4 credits, 10 Weeks

Delivery Formats: Online Async

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Course Description

Americans are known for the high rate at which we participate in organizations that strengthen our communities. We coach our kid's sports teams, take meals to members of our congregations, work for candidates we believe in and join marches to support or oppose government action. With all these activities, we engage with other members of our community and workplace to make it better for ourselves and our families and to promote social justice. How can you make a contribution to the lives of people in your local, national or global community in ways that fit your values and circumstances? We'll hear stories of people finding the answer to that question for themselves, sometimes at work or through social media. We'll explore the role of citizens' voices in a democracy in the face of powerful political and economic interests. In this class, we will develop the knowledge and practice skills that enhance civic engagement.

All students are asked to work with a community partner or design a community engagement project for the quarter and spend a total of 25 hours completing it. Guidance will be provided the first week of the quarter. (4 quarter hours)

SCPS Student Learning Outcomes

After completing this course, you will be able to:

- Articulate and defend an opinion to raise awareness and promote action on a social issue.
- Distinguish between actions that ameliorate the effects of inequality and those that address systemic roots.
- Evaluate corporate social responsibility practices and methods that can promote their effectiveness.

- Plan and implement a project to address a social issue in the community and reflect on its personal and social significance.

Learning Outcomes for SNC 223: Liberal Studies Program - Experiential Learning Domain

- Apply particular concepts from readings, lectures, etc. to an analysis of lived experiences in the settings provided by the course.
- Use the experiences provided by the course to construct and articulate the impact of their experience on their understanding of course content.
- Analyze the ethics appropriate to experiential placement.
- Use their new understanding to make decisions and solve problems related to the course, whether at the setting provided by the course, or in other assignments.

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Learning Strategies and Resources

This course is designed to employ experiential learning, a methodology that calls upon students to actively engage in the subject of study and reflect upon learning during and after that experience. As philosopher John Dewey said, "Give the learners something to *do*, not something to learn; and the *doing* is of such a nature as to demand thinking; learning naturally occurs." Using this strategy, you will design a project that fulfills your own civic goals, examine what you learn through reflection essays, write an OpEd that articulates your perspective on your issue and share what you learn with other students through Discussions.

If you are taking the course for the SNC 233 section, you will be serving 25 hours at a nonprofit organization in order to receive credit for the class. You will be working with staff at DePaul's Steans Center to arrange your placement and begin your preparation by the end of the 1st week of the quarter.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Rogat-Loeb, P. (2010) *Soul of a Citizen: Living with conviction in challenging times*. New York: St. Martin Griffins.

Additional readings are available on Electronic Reserve, at the DePaul Library and can be found on the syllabus with links on the D2L site.

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Learning Deliverables

Weekly Discussions are designed for dialogue about issues facing active citizens. Grades are based on an assessment of 1) timely posting to a prompt; 2) interaction with other student's ideas and posts; 3) integration of specific ideas from weekly readings. A few discussions require a short assignment.

Students will practice the skills of active citizens by choosing a community partner or design a community engagement project for the quarter and spend a total of 25 hours completing it. A list of options will be provided in class. Written work includes a project proposal and three reflection papers.

Students will learn the components of an OpEd and write one about the issue that they're addressing with their project this quarter. Two drafts are required.

Assessment of Student Learning

To complete the course, you must complete each of the assignments as described on D2L and submit them to your instructor by the assigned deadline. Rubrics are posted for Discussions and major assignments so that students may evaluate their own work using assessment criteria before posting online.

Grading Practices

Points are deducted for late work.

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Discussions	40%
General Assignments	15%
Community engagement proposal and reflections	25%
OpEd drafts	20%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
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B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week / Module Theme	Readings, Videos, Learning Activities	Graded Assignments
Week 1, Module 1: Introductions	Paul Rogat-Loeb, Chap 1, Making our Lives Count, Soul of a Citizen Paul Rogat-Loeb, Chap 7, Values, Work and Family, p. 170-181, Soul of a Citizen Social Determinants of Health: Civic Participation Video: SCPS student making choices about civic engagement	1.1 Introductions Discussion Open Forum On Civic Engagement Experience
Week 2, Module 2: Finding Civic Engagement in Everyday Life	Alexis DeToqueville, Democracy in America, excerpt from The Civically Engaged Reader PEW Civic engagement in the Digital Age PEW Activism in social media varies Paul Rogat-Loeb, Chap 4, The Cynical Smirk, Soul of a Citizen Video: Conducting a generative interview	2.1 Identifying Associations in Your Community 2.2 Scheduling Civic Stories
Week 3, Module 3: Learning through Dialogue	Paul Rogat-Loeb, Ch. 6, The Call of Stories p. 125-133, Soul of a Citizen	Prepare and Conduct GKI

Week / Module Theme	Readings, Videos, Learning Activities	Graded Assignments
about Civic Engagement	Paul Rogat-Loeb, Ch. 4, The Cynical Smirk, Soul of a Citizen Video: The Antidote to Apathy	3.1 Obstacles to Civic Engagement Discussion 3.2 Proposal for Civic Engagement
Week 4, Module 4: Who Rules America?	W.G. Domhoff, "Who Rules America?", excerpt from The Inequality Reader David Brooks, "Bobos in Paradise" excerpt from The Inequality Reader Video: Peter Sagal, "Built to Last", The Con	4.1 Who rules America? 4.2 Identifying Conflict in a Democratic Society 4.3 The Value of Civic Dialogue
Week 5, Module 5: Social Responsibility in the Workplace	Kotler, P, Hessekiel, D and Lee, N., Chapter 1, Good intentions aren't enough , Good works! Friedman, "The Social Responsibility of Business is to Increase Profits," NYT View Video: Anderson, "The Business Logic of Sustainability," TED Talk NYT (2020) Greed is Good, Except when it's Bad	5.1 Point/Counterpoint Assignment 5.2 Debate: The Social Responsibility of Business
Week 6, Module 6: Addressing Inequality in the U.S.	California Newsreel, "In Sickness and In Wealth", Episode 1, Unnatural Causes: Is inequality making us sick? Health Disparities by Race and Ethnicity, 2020 B. Dreyer, "To Create a Better World for Children and Families", American Pediatrics	6.1 Role-playing Perspectives on the American Dream 6.2 Community engagement reflection 1 6.3 Community Engagement Progress Report Discussion
Week 7, Module 7: Building the	Rogat-Loeb, "Village Politics", Chap 8, The Soul of a Citizen	7.1 Online Activism Discussion

Week / Module Theme	Readings, Videos, Learning Activities	Graded Assignments
Skills of Civic Engagement	A Guide to Activism in the Digital Age A Student Guide to Online Activism	7.2 Op Ed First draft
Week 8, Module 8: Assessing Social Responsibility in the Workplace	Kotler, P, Hessekiel, D and Lee, N., Chapter 13 Summary of Best Practices, Good works! Better Bananas: Chiquita settles lawsuit over green marketing Here's how to tell green good deeds from greenwashing Video: Chiquita Difference Additional Resources: What is Corporate Responsibility? Chiquita Sustainability Report	8.1 Analyzing Effective CSR Practices Discussion 8.2 Community engagement reflection 2
Week 9, Module 9: Planning for Civic Engagement	Rogat-Loeb, Ch. 3 One Step at a Time Rogat-Loeb, Ch 6, p. 143-147, The Call of Stories Rogat-Loeb, Ch. 7, p. 181-189 Values, Work and Family	9.1 Analyzing Individual and Structural Solutions
Week 10, Week 10, Module 10: One Step at a Time	Audio: Yanxiang, S. My Optimism, excerpt from Taking Action Poem	10.1 What I'm Taking With Me Discussion 10.2 Sharing Your Final Project Discussion 10.3 Final OpEd 10.4 Community Engagement Essay 3

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

Suite 1400, Daley Building, 14 E. Jackson Blvd., Chicago
Website: <https://scps.depaul.edu/>

Office hours: 9:00 am - 5:00 pm, Monday-Friday.
Telephone: 312-362-8001. General Email: scps@depaul.edu
For Advising Assistance, call (312) 362-5445 or email scpsadvising@depaul.edu

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