Instructor Information

Instructor(s)
Dr. Mia M. Kirby, LCSW-S

Office Number
Swift Center 129M

Office Telephone Number
(817) 272-9642 CAAS Office
(972) 584-7104 *Emergency Text Only*

Email Address
mia.kirby@uta.edu

Faculty Profile
My Faculty Profile

Office Hours
Tuesday and Thursday 12-1pm via Microsoft Teams or by Appointment

Course Information

Section Information
AAST 4350-001

Time and Place of Class Meetings
Online (Asynchronous)

Description of Course Content
This course provides students with a foundation for understanding the role of social responsibility in the discipline of Black Studies through civic-community engagement and social action. Students will examine the history and idea of learning to serve and serving to learn as it relates to the Black community, both historically and contemporary. Additionally, students will participate in aspects of civic-community engagement and service-learning projects with community partners from various disciplines. Course format includes discussions, reading assignments, class assignments, films and community guest speakers.

Student Learning Outcomes
1. Students will describe the social, political and historical contexts of civic/community organizations and its significance in the Black community.
2. Students will identify and utilize civic/community engagement skills (advocacy, organizing, communications) and knowledge (working in groups and teams, leadership, diversity, how systems work) while engaging in service learning.
3. Students will identify and utilize the values and ethics for community engagement while engaging in service learning.
4. Students will describe and evaluate their own civic/community aims and accomplishments.
5. Students will articulate and demonstrate how to work collectively to address common societal problems.
Required Textbooks and Other Course Materials
1. African Americans and community engagement in higher education: community service, service-learning, and community-based research
   Evans, Stephanie Y.
   *This book is available as a free library ebook

*Additional articles and resources can be found on Canvas

Descriptions of major assignments and examinations
**All assignments and course materials can be found on Canvas. Please see the Student Canvas Guide for assistance with Canvas.

I. Syllabus Quiz (5 points)
   Students are required to complete a syllabus quiz the first week of class to ensure that the syllabus is read and reviewed.

II. Service Learning Agency Approval (10 points)
   Students must submit the name of the agency and the expected volunteer duties by Week #3. Community service locations must be approved prior to beginning the service hours.

III. Exams (50 points each)
   This course will consist of two multiple choice or true/false exams. Each exam is comprised of 25 questions (worth two points each). The exams are timed, open book, open note tests. The exams will be made available at the beginning of the exam week and must be submitted no later than Friday 11:59pm that week. Late exams will not be accepted.

IV. Reflective Journal (10 points each)
   Students will write five (5) clear and concise one-page, two-paragraph journal entries reflecting on their volunteer experiences. Journal entries should answer at least 3 questions related to the “The Three Levels of Reflection” as explained on the Reflection Journal Page on the Center of Service Learning Website. Each entry should seek to answer different questions to better assist students with the final paper.

V. Service-Learning Final Paper (100 points)
   Students will complete a 6-8 page final paper. This paper must be in APA Format, typed in 12-point font and double spaced. The paper should include a summary and description of the service-learning agency, a summary of the reflection journals, and a summary of the agency and community needs based on the students needs assessment assignment in Week #10. Assignment details and rubric are available in Canvas.

VI. Discussion Board (5 points each)
   At the end of each module students will respond to one reflection question or complete a short assignment (week #10- needs assessment assignment & week #14 infographic assignment). The Discussion Board post will be due bi-weekly and should be 150-200 words in length. Students are then required to submit a well thought out response to one peer post (50-100 words). Details about each section of the assignment are described below. You should upload your Discussion Board Post to the appropriate Canvas discussion board no later than Friday at 11:59 p.m.
   Responses to the posts of your classmates must be completed no later than Sunday at 11:59 p.m. Late summaries and responses will be deducted 1 point per day up to 4 days.
   Discussion Board posts will not be accepted after 4 days. Discussion Grading Rubric on Canvas.

   a. Discussion Board Post (3 pts. p/week) The post should thoroughly answer the reflection questions by drawing on major themes (always present) and empirical findings (sometimes present) presented by the authors/lecturer. You should try and condense the materials into its most important parts without plagiarizing the chapter or article.
b. **Peer Response (2pts. p/week)** Students are required to go beyond saying, “I agree,” and proceed in furthering the discussion. Responding to a peer should require some elaboration and integration of the course materials.

VII. **Service-Learning Activity**
Students are required to complete **15 community service hours** at a nonprofit social service agency that serves the Black community. A list of approved agencies with both virtual and face-to-face volunteer opportunities is available in Canvas. Students may choose from the list or find their own agency.

Students must submit the name of the agency and the expected volunteer duties by Week #3. Community service locations must be approved prior to beginning the service hours.

Following the completion of the service-learning hours students will submit proof of completion in the form of agency letter head and signature of the volunteer coordinator. Assignment details available in Canvas.

VIII. **EXTRA CREDIT - CAAS Event (10 points each)**
IX. Students may attend any of the listed CAAS events and submit a one-page summary to receive up to 10 extra credit points per event (no more than 2 events for a total of 20 points)

**Spring CAAS Events schedule (The following events will be virtual)**

- **February Power Hour** 2/3/2021  Dr. Barbara Odom-Wesley of Arlington City Council 12 – 1pm
- **9th Annual Conference** 2/18/2021  Dr. Rashawn Ray of the University of Maryland and Black Lives Matter Panel 10am-12pm
- **April Power Hour** 4/7/2021  Dr. Kyrah Brown of UTA’s Department of Kinesiology 12 – 1pm

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**Grading Information**

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<thead>
<tr>
<th>Points Needed</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>300-270</td>
<td>A</td>
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<tr>
<td>269-240</td>
<td>B</td>
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<td>239-210</td>
<td>C</td>
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<tr>
<td>209-180</td>
<td>D</td>
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<tr>
<td>179-0</td>
<td>F</td>
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**Breakdown of Total Semester Assignments/Points**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
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<tr>
<td>Service-Learning Agency Approval</td>
<td>10</td>
</tr>
<tr>
<td>Exams (50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Reflective Journal (10 points each)</td>
<td>50</td>
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<tr>
<td>Service-Learning Final Paper</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Board (5 points each)</td>
<td>35</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>300</strong></td>
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Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Success Services," below.
Make-up Exams
Make up Exams will not be given

Expectations for Out-of-Class Study
Students enrolled in this course should expect to spend at least an additional 3-4 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. —Dr. Mia M. Kirby, LCSWS

<table>
<thead>
<tr>
<th>Dates</th>
<th>Learning Outcomes and Objectives</th>
<th>Assessment (graded)</th>
<th>Activity (ungraded)</th>
<th>Materials (readings, videos, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>01/19-01/22</td>
<td>Topic: What is Civic Engagement?</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td>(Video) What is Civic Engagement?</td>
</tr>
<tr>
<td>Week #1</td>
<td>Learning Outcome: 1,2</td>
<td>Objective: Recognize the goal and types of civic engagement</td>
<td>(Article) What do we mean by Civic Engagement?</td>
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<td></td>
<td>Module 1 Discussion Board Due</td>
<td>Module 1 Discussion Board Due</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td>(Webpage) Types and examples of civic engagement</td>
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<tr>
<td>Week #2</td>
<td>01/25-01/29</td>
<td>Service-Learning Agency Approval Documentation</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td>(eBook) Political and Civic Engagement Multidisciplinary perspectives p.1-12</td>
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<tr>
<td></td>
<td>Topic: Why Civic Engagement in the Black community is important?</td>
<td>Service-Learning Agency Approval Documentation Due</td>
<td>(Article) The Importance of Civic Engagement in minority communities</td>
<td>(Article) Higher Education as a Means to Uplift</td>
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<tr>
<td>Module 2</td>
<td>02/01-02/05</td>
<td>Learning Outcome: 1,2</td>
<td>Objective: Explain the importance of civic engagement</td>
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<tr>
<td>Week #4 02/08-02/12</td>
<td>Module 2 Discussion Board Due</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td>(eBook) Preface of AACE book</td>
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<td><strong>Module 3</strong>&lt;br&gt;Week #5 02/15-02/19&lt;br&gt;<strong>Topic:</strong> History of Civic Engagement in the Black community&lt;br&gt;<strong>Learning Outcome:</strong> 1,2&lt;br&gt;<strong>Objective:</strong> Identify the role of Black organizations in civic engagement</td>
<td>Reflection Journal #1 Due</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td>(Article) Black Churches and Civic Traditions&lt;br&gt;(Article) NAACP</td>
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<tr>
<td>Week #6 02/22-02/26</td>
<td>Module 3 Discussion Board Due</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td>(Article) The National Urban League&lt;br&gt;** guest lecture Dr. Fredrick Engram Black Sororities and Fraternities History of Civic Engagement**</td>
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<td><strong>Module 4</strong>&lt;br&gt;Week #7 03/01-03/05&lt;br&gt;<strong>Topic:</strong> Ethics&lt;br&gt;<strong>Learning Outcome:</strong> 2,3&lt;br&gt;<strong>Objective:</strong> Recognize the importance of ethics in community engagement</td>
<td>Reflection Journal #2 Due</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td>(eBook) Ch. 8 AACE</td>
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<tr>
<td>Week #8 03/08-03/12</td>
<td>Module 4 Discussion Board Due&lt;br&gt;&lt;strong&gt;Exam #1 Due&lt;/strong&gt;</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td>(Article and Video) The Importance of Ethical Volunteering</td>
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<td><strong>03/15-03/20</strong>&lt;br&gt;SPRING BREAK</td>
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<td><strong>Module 5</strong>&lt;br&gt;Week #9 03/22-03/26&lt;br&gt;<strong>Topic:</strong> Assessing community needs&lt;br&gt;<strong>Learning Outcome:</strong> 2,4,5&lt;br&gt;<strong>Objective:</strong> Examine the needs of the local Black community</td>
<td>Reflection Journal #3 Due</td>
<td>Read assigned chapter and/or article Watch Lecture Video</td>
<td>(eBook) Ch. 13 AACE</td>
<td></td>
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| Week #10 03/29-04/02 *04/02 last day to drop* | Module 5 Discussion Board Due  
- Needs Assessment Assignment | Read assigned chapter and/or article  
Watch Lecture Video | (Video) Community Needs Assessment  
(Webpage) Sample Needs Assessment |
|---|---|---|---|
| **Module 6**  
Week #11 04/05-04/09 | **Topic:** Planning and Organizing  
**Learning Outcome:** 2,4,5  
**Objective:** Distinguish the necessary steps to organizing in the community | Reflection Journal #4 Due | Read assigned chapter and/or article  
Watch Lecture Video  
(Article) Community Organizing in the United States  
(Article) Public Relationship Building in Grassroots Community Organizing |
| **Week #12**  
04/12-04/16 | Module 6 Discussion Board Due | Read assigned chapter and/or article  
Watch Lecture Video  
(Article) “Community Organizing: Yesterday and Today,” in Stir It Up: Lessons in Community Organizing and Advocacy  
(Video) How Baltimore called a Ceasefire, Ted Talk on Community Organizing |
| **Module 7**  
Week #13 04/19-04/23 | **Topic:** Modern approaches to Civic Engagement  
**Learning Outcome:** 2,4,5  
**Objective:** Examine the role of Social Media in Civic Engagement | Reflection Journal #5 Due | Read assigned chapter and/or article  
Watch Lecture Video  
(Article) Social Media: Driving or Diminishing Civic Engagement?  
(Article) Pew Research-Activism in the Social Media Age |
| **Week #14**  
04/26-04/30 | Module 7 Discussion Board Due  
- Infographic Assignment  
**Service-Learning Final Paper Due** | Read assigned chapter and/or article  
Watch Lecture Video  
(Article) Blog, Chat, Edit, Text, or Tweet? Using Online Tools to Advance Adult Civic Engagement  
(Video) How to make an infographic |
| **Week #15**  
05/03-05/07 *05/04 last day of classes* | Exam #2 Due | No readings or discussion this week |
Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:

- Drop Policy—The final drop date for Spring 2021 is April 2nd for undergraduates.
- Disability Accommodations—Office for Students with Disabilities (817)-272-3364
- Title IX Policy
- Academic Integrity—In this course, scholastic dishonesty results in an F for the test or assignment in question, and possibly an F in the course overall.
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Emailing Faculty
When emailing faculty, only UTA email will be accepted and responded to for communication. In emails under Subject include course name and number and the section number you are in; otherwise, your faculty will not respond. It is your responsibility to check your school email account daily.

- Emails will be responded to as soon as possible, emails received after 5pm will be responded to the next business day

Attendance
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will note attendance by weekly discussion and assignment posting. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Student Success Programs
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR)
The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.
The Library’s 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

**Librarian to Contact**
Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

**Emergency Phone Numbers**

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.

Additional important campus phone numbers include:
- Counseling Services: 817-272-3671
- Relationship Violence & Sexual Assault Prevention: 817-272-9250

**Library Information**

**Research or General Library Help**
Ask for Help
- Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
- Ask Us (ask.uta.edu/)
- Research Coaches (http://libguides.uta.edu/researchcoach)

Resources
- Library Tutorials (library.uta.edu/how-to)
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (library.uta.edu/subject-librarians)
- A to Z List of Library Databases (libguides.uta.edu/az.php)
- Course Reserves (https://uta.summon.serialssolutions.com/#!/course_reserves)
- Study Room Reservations (openroom.uta.edu/)