

# COR 445: Global Partnership thru Service

## Core Capstone for Pericleans in the Class of 2016, Honduras



Winter Term 2016

Prof. April Post, Class mentor

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facstaff.elon.edu/apost

### Course information

Sec. A | M-F 8:30-11:30 | Periclean Corner in Global Commons

Grades and attendance: <http://facstaff.elon.edu/apost/gradesonline>

Consult the Moodle website frequently for assignments, agenda, and course material. <http://elon.mrooms3.net/>

Class blog: <http://blogs.elon.edu/cor4451602/>

Assignments: <http://tinyurl.com/za3aqek>

Class Facebook page: <https://www.facebook.com/groups/569322559768493/>

Periclean Scholars Website: [http://www.elon.edu/e-web/academics/special\\_programs/project\\_pericles/scholars.shtml](http://www.elon.edu/e-web/academics/special_programs/project_pericles/scholars.shtml)

Periclean Scholars Blog: <https://blogs.elon.edu/pericleanscholars/>

Final Exam Period | Mon. Jan. 25 8:30-11:30 | Turn in book chapters and present them to the class

### People you should know

Dr. Tom Arcaro, Elon University Director of Project Pericles and Periclean Scholars Program. [arcaro@elon.edu](mailto:arcaro@elon.edu)

Dr. Mat Gendle, Elon University Associate Director of Periclean Scholars Program. [mgendle@elon.edu](mailto:mgendle@elon.edu)

Shannon Tennant, Class of 2016 Personal Librarian. [stennant@elon.edu](mailto:stennant@elon.edu)

Morgan Spoon, Program Assistant for the Periclean Scholars Program. [mspoon@elon.edu](mailto:m spoon@elon.edu)

### Course Description

(from the Academic Course Catalog) "This course serves as a capstone experience for scholars in the Periclean Scholars program, focusing on development in a country or region that has been chosen prior to the course by the scholars. The goals of the course are to collaborate effectively in order to continue to learn about a variety of aspects about this country or region. These will include: politics, culture, history, language, social issues, and the country's relations within the larger world. Scholars in this class will continue to develop partnerships in the country or region of choice in order to work toward improvements on an issue affecting the people of this area. An overarching theme of this course is to require the scholars to demonstrate command of the theoretical and methodological tool sets that they have learned in prior courses, including general studies courses, classes in their major, and all prior Periclean classes to communicate these perspectives to their cohort, and to effectively use these skills to meaningfully contribute to the various class projects and goals. Scholars will also be discussing issues related to grant writing, humanitarian aid, and sustainable program development. This course is writing intensive. Open to senior Periclean Scholars (or others with permission)."

### What you need

Access to our class blog <http://blogs.elon.edu/cor4451602/>

Access to our Moodle website <http://elon.mrooms3.net/>

Access to our Google docs folder

Optional: Access to our Facebook page <https://www.facebook.com/>

## Periclean Pledge

We pledge to...

**Listen** to our partnering communities, acknowledging they often have the best solutions to local problems.

**Learn** about our partner communities' history and traditions, to better engage in culturally-aware dialogue.

**Assist** our partners in community-run development projects that will enable their long-term success.

**Responsibly study**, document, and publicize our partner communities' needs and desires.

Be **committed** to building life long sustainable partnerships, recognizing they take hard work and dedication.

**Embrace** our lifelong journey of global citizenship through intellectual and personal growth.

## Class Mission Statement

*"As the Periclean Scholars class of 2016 our mission is to make a positive, sustainable change in the Honduran community. As advocates for and partners with a Honduran community as well as continuing to participate in our field of focus, we will inspire others to become involved in creating positive change and strengthening the Periclean Scholars program for the future."*

## Core Humanitarian Standards

Periclean Scholars are committed to the nine humanitarian standards outlined below. Go to

[http://www.corehumanitarianstandard.org/files/files/Core Humanitarian Standard - English.pdf](http://www.corehumanitarianstandard.org/files/files/Core%20Humanitarian%20Standard%20-%20English.pdf) to read more about these standards.

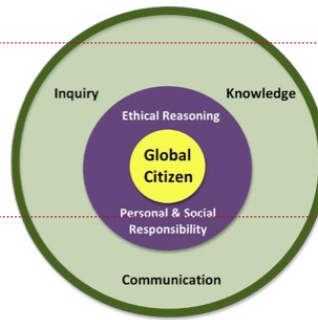


## Goals of the Periclean Program

A Periclean Scholar is: involved in civic engagement; thinks creatively and critically; reasons ethically; articulates global learning; uses information to problem solve; inquires and analyzes evidence; integrates learning; interacts appropriately in a variety of cultural contexts; is a lifelong learner; is an effective oral communicator; problem solves; reads; works as a team; and communicates effectively through writing. Consider how [these values](#) from the AAC&U VALUE rubrics reflect your learning and growth throughout the Periclean Scholars program.

### Goals and objectives of this course

This seminar counts as the capstone of the Elon Core Curriculum. In it, scholars will have the opportunity to integrate and apply what they have learned during their Elon experience. Scholars will be challenged to consider the larger themes of the COR program – ethical reasoning, personal and social responsibility, and global citizenship.



### In this seminar, the scholar will...

1. understand the culture and community of our partners, the global issues that they face, and how they fit into the world around them. (This goal strongly reflects the COR mission of “Knowledge: Theoretical and applied knowledge as constructed according to diverse epistemologies within contemporary and historical contexts” specifically the COR program goal “The understanding of the multiple dimensions of human experience within and across cultures and environments.”)
2. work with Periclean partners and their needs to make improvements related to identified issues and to help them make connections to our local world as desired. (This goal strongly reflects the COR mission of “Inquiry: The creative and critical processes used to acquire and develop knowledge”, specifically the COR program goal of “The integration and application of knowledge to address complex problems in local and global contexts.”)
3. reflect on a culture and community that is different from our own, the role of humanitarian aid, and the true needs of our partners. (This goal strongly reflects the COR mission of “Inquiry: The creative and critical processes used to acquire and develop knowledge”, specifically the COR program goal of “The identification of significant issues, the framing of questions, and the selection of appropriate modes of inquiry to address those questions.”)
4. understand one’s own theoretical and methodological tool sets that they have learned in their prior courses (both general studies and in their major), and how to effectively maximize the use of these skills to meaningfully contribute to the class projects. (This goal strongly reflects the COR mission of “Inquiry: The creative and critical processes used to acquire and develop knowledge”, specifically the COR program goal of “The integration and application of knowledge to address complex problems in local and global contexts.”)
5. synthesize written, oral, and visual materials for inclusion in our class’ book chronicling our class’ journey (This goal strongly reflects the COR mission of “Communication: Expressive and receptive communication in multiple contexts” and the COR program goals of “Preparation and presentation of ideas and information orally, visually and in writing” and “The analysis, interpretation, evaluation and synthesis of information from multiple sources: oral, visual and written.”)

**Comment [EU1]:** Tom, I copied the first 4 goals from your application for inclusion as a Cor capstone and within them, there are descriptors about COR 110 and the COR mission. However, were these done BEFORE the COR 110 themes and COR mission were rewritten? Where did they come from? I was looking at mission and program goals of the CORE curriculum at [http://www.elon.edu/e-web/academics/core\\_curriculum/missionandgoals.xhtml](http://www.elon.edu/e-web/academics/core_curriculum/missionandgoals.xhtml) to add my goal number 5, but maybe now I need to edit the information in parentheses about the other 4 goals and their connections to COR 110 themes and the COR mission as well if they are from an old version?

**Comment [EU2]:** Ok, I was not able to find any info with the old wording from COR 110 so I changed all of these to match the new program goals: [http://www.elon.edu/e-web/academics/core\\_curriculum/missionandgoals.xhtml](http://www.elon.edu/e-web/academics/core_curriculum/missionandgoals.xhtml)

## Description of course components

Elon defines grades as follows: A is for superior work, achieved by none or few; B for above-average work, achieved by many; C for average work demonstrating a basic understanding of the subject, achieved by the majority; D for passing with deficiencies; F for failure.

### **Blog (40% of final course grade)** **(Connected to Goals 1, 2, 3, and 4 above)**

A majority of the course content will be co-created through our class blog. Prior to the start of class, all scholars will submit a blog prompt on Moodle to be considered for inclusion on the blog. These prompts will be evaluated by a team of scholars and the mentor. The ones that are chosen will be posted to the blog and responded to by the class. These responses will be used as a basis for material for a book telling about our class' journey. A rubric will be included on each prompt. Please follow the course assignments document posted to Moodle carefully to know which blogs are due and when they are due. Note: Late posts will be penalized a minimum of one letter grade and will not be accepted after more than 24 hours past the due date due to the compressed nature of this course.

### **Capstone project—"Documenting our journey" (30% of final course grade)** **(Connected to Goals 1, 2, 3, 4 and 5 above)**

During the last week of the course, small teams of scholars will work together to harvest material from the blog and class discussions to put together for a book chapter. These scholars will be considered the "editors" of that chapter. During the final exam period, each team of editors will share a summary of the work they have done and will submit a copy of their book chapter to the mentor and book editing committee for evaluation. I will make an effort to allow you to choose which chapter you are assigned to edit, but please be flexible. During the spring semester, the book editing committee will be responsible for compiling all of the chapters and finalizing them for publication by summer.

### **Class discussion leader (15% of final course grade)** **(Connected to Goal X above)**

You and a fellow scholar will work together to help lead the class discussions. Some discussions will be based on prompts from the blog, but others may be based on prompts that were not selected for inclusion for a written blog prompt. Ideally you would be a discussion leader for the topic of your capstone project. Your task will be to

### **¿Qué pasa en Honduras? (5% of final course grade)** **(Connected to Goal 1 above)**

Once during this course you will have the opportunity to do an informal presentation about something you have read in the news about Honduras so that as a class we can stay abreast of current events. Please submit a summary and reflection of the news item you plan to share to the class blog prior to sharing. Make sure to cite your sources using MLA format. A rubric and more detailed instructions can be found on Moodle. If you would like to sign up for a particular day, add your name to the course assignments page by the end of class on day one. If you do not have a preference, the mentor will add you.

### **Class participation and preparation (10% of final course grade)** **(Connected to Goals 2 and 4 above)**

You are expected to be an *engaged collaborator and participant* in your learning both in and outside of class. Engaged scholars attend every class unless there is an emergency, arrive on time, are fully focused on what the class is working on, help move the entire class forward in order to meet its goals and objectives with its local and international partners, make thoughtful contributions to class discussions both in class and outside of class on the blog, complete work on time to the best of their ability, and attend all class activities. You will reflect on your class participation and preparation about midway through the course and the mentor will provide you with feedback. Please read the self-assessment rubric posted to Moodle and fill it out as outlined in our class assignments.

**Comment [EU3]:** Tom, what do you think about the components and percentages assigned to them?

## Expectations of scholars who are abroad

Scholars who are traveling to Honduras are expected to come to class on Jan. 5<sup>th</sup> and give an overview of the work they will be doing while away. They should make an effort to stay connected to the on campus cohort by reading the blog and responding to at least half of the prompts so that their thoughts and opinions can be considered for inclusion in the book. It is ok for posts to be submitted after the due date assigned to the rest of the class, as long as they are in by **January XXth**. (This is the date that scholars who have been on campus will begin harvesting the material for the book chapters.) Scholars should journal about their travel and record material that would be valuable for their work in Periclean. There are guidelines for what to include on Moodle, but you are not limited these ideas. Upon return, the scholars will be given one day to recover and should return to class on the 20th prepared to share about their experiences. The mentor will work with these scholars to come up with a reasonable due date for submitting a book chapter about their experience to count as their capstone project. Until this project is submitted, students will receive a grade of "incomplete." The course component breakdown for these students will be as follows:

Materials for Gender-Based Violence Seminars	30%
Journal	20%
Blog posts	20%
Capstone project	<u>30%</u>
	100%

## Expectations of scholars not enrolled in the class

Periclean Scholars of the Class of 2016 who do not enroll in this capstone are invited to participate in all of the activities of this class, particularly in regards to responding to blog prompts. Scholars who choose not to participate may miss the opportunity to contribute to our class book. It is the responsibility of the student to take the initiative to follow the progress of the class and submit material for potential inclusion if he/she wishes to be attributed as a contributor to our book. Please note that responses must be submitted by **January XXth** in order to be considered.

## Expectations of the mentor

The professor is the *facilitator* and *mentor* who coordinates the learning connections and maintains the link between the face-to-face exchanges in the classroom and the outside learning spaces and experiences available. I am committed to learning about Honduras and humanitarian aid alongside you and helping you reach your goals.

To do my job, I must:

1. Make clear my expectations. This includes holding scholars accountable to the expectations listed above.
2. Provide clear explanations of assignments, graded work, and evaluation criteria.
3. Provide prompt, anonymous feedback on student work.
4. Solicit feedback from scholars on the progress and conduct of the course.
5. Be accessible. (Please make use of my office hours and invitation to meet outside of those with an appointment. I'm always up for coffee!!! ;-)
6. Treat scholars fairly and with respect. This extends to evaluating work and assigning grades.
7. Provide substantive, compelling, and challenging opportunities for learning and intellectual growth.
8. Help identify strengths and weaknesses, and devise strategies for improvement.
9. Make clear why we're doing what we're doing.
10. Maintain objectivity

## Academic Message

An Elon student's highest purpose is Academic Citizenship: giving first attention to learning and reflection, developing intellectually, connecting knowledge and experiences and upholding Elon's honor codes. Elon's honor pledge calls for a commitment to Elon's shared values of Honesty, Integrity, Respect and Responsibility. To be clear about what constitutes violations of these values, scholars should be familiar with the Judicial Affairs policies in the student handbook, including violations outlined at <http://www.elon.edu/e-web/scholars/handbook/violations/default.xhtml>. Scholars with questions about the specific interpretation of

these values and violations as they relate to this course should contact this instructor immediately. Violations of the academic-related areas will be documented in an incident report to be maintained in the student's judicial record, and may result in a lowering of the course grade and/or failure of the course with an Honor Code F.

**Academic Accommodations for Disabled Scholars:** If you are a student with a documented disability who will require accommodations in this course, please register with Disabilities Services in the Duke Building, Room 108 (278-6500), for assistance in developing a plan to address your academic needs. For more information about academic accommodations, please visit <http://www.elon.edu/e-web/academics/advising/ds/>.

## General policies and procedures

**Religious Holidays:** In recognition that observance of recognized religious holidays may affect scholars' classroom attendance and the submission of graded work in courses, Elon University has established procedures to be followed by scholars for notifying their instructors of an absence necessitated by the observance. This policy reflects the University's commitment to being responsive to our increasing diversity and to encourage scholars' spiritual development. Please notify your instructor within the first week of the semester that you will miss class in order to observe a religious holiday. Official notification requires that you complete the Religious Observance Notification Form found at [http://www.elon.edu/e-web/scholars/religious\\_life/ReligiousHolidays.xhtml](http://www.elon.edu/e-web/scholars/religious_life/ReligiousHolidays.xhtml). In addition, you must send another notification to your instructor at least one class before each absence and you must make prior arrangements with your instructor for completion of any work missed during your absence. All classes missed due to religious holidays will count as one of your two absences allowed during the semester.

**Attendance policy:** Regular attendance is required; we only have 15 class meetings so each class is critical. Let me know if you are sick or have an unforeseen emergency and are unable to come. Missing class or chronically arriving late or leaving early (except for other class reasons) will be reflected in your individual participation/preparation grade at the end of the semester.

**Class Absences Due to Flu-Like Illness:** If you are experiencing flu-like symptoms, please *do not come to class*. You should stay home and self-isolate according to CDC recommendations. Notify me via e-mail as soon as you realize you are ill and cannot attend class. Scholars who are ill and have flu-like symptoms should consult with Health Services by phone or in person regarding their illness. This will allow for appropriate assessment and treatment and will also create a documentation source for notifying faculty members if a student must self-isolate and miss classes. There are procedures in place for notifying faculty when scholars are ill and cannot attend class.

**Moodle and Google docs:** Information pertinent to the course will be posted to Moodle and Google docs. Scholars who are abroad this semester will be included as well. Please check this site regularly for updated information and assignments.

**Late work:** All work should be turned in when requested. Late work is *not* accepted unless there are special circumstances and will be penalized at least 1 letter grade.

## Important dates

Specific homework assignments will be given out throughout the semester and posted to Moodle and the Google docs. However, here are a few dates of which you need to be aware.

Mon. Jan. 4	First day of class
Tues. Jan. 5	Small group going to Honduras joins us
Wed. Jan. 6	Small group leaving for Honduras
Mon. Jan. 18	Small group returning from Honduras
Wed. Jan. 20	Honduras small group rejoins class
Fri. Jan. 22	Last day of class
Mon. Jan. 25, 8:30-11:30 am	Final exam period. Book chapters due. Present work to class.
Wed. Jan. 27, noon	Final grades posted to Ontrack

