

GUIDED PRACTICE

Class: **SOC 3700 Civic Learning** (this is a hybrid-service class, so it involves one unit of in-class instruction and two units of civic-engagement outside the classroom each week)

Date assigned: **Week One**

Date due: **Week One class start time**

Time estimate to complete this assignment: **2-3 Hours**

Overview/Introduction

This week, we'll be learning about civic engagement and beginning to develop (or further develop) your civic identity. This is the heart of our course, so we need a strong foundation from the start. Developing your skills surrounding civic engagement will ultimately benefit you in that it will widen your perspective in regard to the opportunities available to you to use your sociology skills and knowledge to bring about real change in the world. Change that you are passionate about!

Learning Objectives

Basic objectives

- Define civic-engagement and civic identity
- Recognize civic-minded action
- List social problems in Southern California
- Locate current or past campaigns for addressing social problems in Southern California

Advanced objectives

- Evaluate current or past campaigns for addressing social problems in Southern California
- Suggest potential revisions to current or past campaigns for addressing social problems in Southern California
- Explain the potential benefits of suggested revisions to current or past campaigns for addressing social problems in Southern California

Preparatory Activities and Resources:

First, WATCH the 5-minute video "Unpacking Civic Engagement." As you're watching, pause the video when the narrator asks you a question. Jot down ideas regarding how you would answer her questions (you'll use these ideas later!).

- Unpacking Civic Engagement at <https://www.youtube.com/watch?v=m-sPZICpxfY>

Then, complete the online discussion board "Your Communities." To do so, submit one POST in which you list all the communities to which you belong (you may also include communities you once belonged to but to which you no longer belong). You should list at least ten communities, but some students may list many more than ten.

Then, read some of your peer's posts and REPLY to at least two of your peers. In each reply, tell the peer which of the communities they listed are also communities to which you belong.

- Discussion board: "Your Communities."

Next, READ "Civic identity: Locating self in community."

- Knepfkamp, L. Lee (2008). Civic identity: Locating self in community. *Diversity and Democracy*, 11(2), 1-3.

After you've completed the reading, COMPLETE the online check-point. This check-point will ask you a series of multiple choice and true/false questions about the video and reading. You will have the opportunity to complete the check-point twice. If you complete two attempts, your grade for this check-point will be the average of the two grades you receive on the attempts.

- Online check-point on civic-engagement and civic identity

Finally, engage with the discussion board "Social problems in southern California." To do so, POST to the discussion board, listing as many social problems as you can think of in Southern California. Then, read several of your peers' posts. Choose one social problem on one peer's list. Investigate the ways people have attempted to bring about change with regard to that social problem using the internet. Choose one of the ways you find that people have attempted to bring about change and REPLY to your peer answering the following questions:

- 1) What social problem from your peer's list did you investigate?
- 2) How have people attempted to bring about change with regard to that social problem (Name the way you chose to focus upon).
- 3) What website provides the best explanation of that persons/people's attempt to bring about change? (provide a link for the webpage)
- 4) Do you feel this person's/people's way of addressing this social problem will be/has been effective? Why or why not?

The final question is the heart of this discussion board and should therefore be the most fully developed and is worth the majority of the points for this activity.

- Discussion board: Social problems in southern California

Exercises: Please complete by **Week One class time**

- All preparatory work should be submitted via Canvas by class time.
- All materials can be found in WEEK ONE on Canvas.

Questions?

If you have questions, feel free to email me (Kristen.hourigan@calstatela.edu) or reach out to your peers! Remember, collaboration among peers is strongly encouraged in this class!

Flipped IN-CLASS Lesson Plan WEEK ONE

Topic or concept: Civic Engagement and Civic Identity (introducing concepts)

<p>Basic objectives for preparatory work:</p> <ul style="list-style-type: none"> • Define civic-engagement and civic identity • Recognize civic-minded action • List social problems in Southern California • Locate current or past campaigns for addressing social problems in Southern California 	<p>Advanced objectives for classwork & after class work:</p> <p>IN CLASS</p> <ul style="list-style-type: none"> • Evaluate current or past campaigns for addressing social problems in Southern California • Suggest potential revisions to current or past campaigns for addressing social problems in Southern California <p>AFTER CLASS</p> <ul style="list-style-type: none"> • Summarize suggestions for potential revisions to current or past campaigns for addressing social problems in Southern California (from classwork) • Explain the potential benefits of suggested revisions to current or past campaigns for addressing social problems in Southern California
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	Time planned	Activity and rationale	Resources needed
Beginning of class period	5 mins	ARC regarding civic-engagement and civic identity to activate knowledge from preparatory activities and provide accountability	<i>None</i>
Middle of period	20 mins	Evaluate three campaigns for addressing social problems in Southern California (in randomly assigned small groups). Campaigns will be chosen from those they post to discussion board. List the pros and cons of each campaign. Decide the most and least effective feature of each campaign.	Rubric for evaluation

	Time planned	Activity and rationale	Resources needed
Middle of period	10 mins	Groups present their ideas to the class for the most and least effective feature of one campaign. (randomly chosen by prof) Practice articulating evaluations.	<i>None</i>
Near End of period	15 mins	(in groups) Choose one campaign and brainstorm potential revisions to one campaign	<i>None</i>
End of period	5 mins	Wrap up. I show and explain to students the next step of their process with this activity (on Canvas). Prepare for doing advanced work at home.	<i>None</i>

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<ul style="list-style-type: none"> Summarize suggestions for potential revisions to current or past campaigns for addressing social problems in Southern California (from classwork) Explain the potential benefits of suggested revisions to current or past campaigns for addressing social problems in Southern California 	Discussion Board post and reply to continue thinking about work done in class and take it one step further.	First, POST to the Discussion Board "Summary of Suggestions" a summary of the work you completed in class creating suggestions for potential revisions to current or past campaigns for addressing social problems in Southern California. Then, read and REPLY to at least two of your peers' posts. In your reply, identify and explain the potential benefits of the suggested revisions. Each reply should identify at least two benefits, explain how the revision generates that benefit, and suggest the potential outcome of the revision.

Advanced learning objective	Activity and rationale	Instructions to students
		Replies should be written in paragraph form.

ADVANCED PRACTICE

Class: SOC 3700 Civic Engagement (this is a hybrid-service class, so it involves one unit of in-class instruction and two units of civic-engagement outside the classroom each week)

Date assigned: WEEK ONE

Date due: Friday 11:59pm of WEEK ONE

Time estimate to complete this assignment: 1 hour

Learning Objectives

Advanced objectives

- Summarize suggestions for potential revisions to current or past campaigns for addressing social problems in Southern California (from classwork)
- Explain the potential benefits of suggested revisions to current or past campaigns for addressing social problems in Southern California

Activities & deliverables

First, POST to the Discussion Board “Summary of Suggestions” a summary of the work you completed in class creating suggestions for potential revisions to current or past campaigns for addressing social problems in Southern California.

Then, read and REPLY to at least two of your peers’ posts. In your reply, identify and explain the potential benefits of the suggested revisions. Each reply should identify at least two benefits, explain how the revision generates that benefit, and suggest the potential outcome of the revision. Replies should be written in paragraph form.

Resources:

- All advanced work should be submitted via Canvas by Friday at 11:59pm of WEEK ONE.
- All materials can be found in WEEK ONE on Canvas.

Questions?

If you have questions, feel free to email me (Kristen.hourigan@calstatela.edu) or reach out to your peers! Remember, collaboration among peers is strongly encouraged in this class!