THE OFFICE OF COMMUNITY-BASED LEARNING

FACULTY HANDBOOK: CREATING A CBL COURSE

"WORKING TOGETHER TO MAKE OUR COMMUNITY STRONG"

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LETTER FROM THE DIRECTOR

Dear Colleague:

Thank you so much for your interest in Community-Based Learning! The Office of Community-Based Learning [OCBL] is beginning its fifth year at Stonehill College and we have already witnessed a significant growth in the numbers (sixteen to sixty) and diversity (17 departments represented) of CBL courses. More notable, though, has been the increasingly successful integration of community partners and civic impact with the design of curriculum and student learning outcomes. It has been an exciting time to be here at Stonehill and see the passion and rigor that faculty and students bring to community service, research, and action.

Our office is in its fifth year after having been established by a faculty and Academic Affairs initiative in 2008. Stonehill received a 3-year, $286,000 grant, from the Davis Foundation to create the office and I was hired as the inaugural director in the summer of 2009. We are part of the Center for Teaching and Learning and located at the Center's offices in 114 Duffy. We're open every day from 9:30am-4:30pm and you can contact me at 565-1904 or cdolgon@stonehill.edu.

In this handbook we have compiled the basics of "doing" community-based teaching and research. We hope that definitions and descriptions help clarify what CBL is and might whet the appetites of folks who have heard about CBL but have yet to give it a try. On the other hand, we expect that the nuts and bolts of choosing partnerships, designing syllabi, etc. will not only help new faculty envision what they need to do, but will also serve more experienced CBL faculty as a hands-on reminder or reference guide. Overall, we hope this handbook will be a vital resource for anyone thinking about or already engaged in CBL.

Most important, though, is that this book is only one resource for CBL. For many of the same reasons that we believe CBL is a powerful pedagogy for promoting student learning as well as community empowerment, we also want to encourage you to come to our office, meet with our staff, and begin a dialogue about what you hope students and community might gain from a class with a CBL component. We hope to be a partner in your efforts to infuse experiential learning and civic engagement into your course curriculum. Please contact us to make an appointment and see what else we have to offer.

Peace and Solidarity,

Corey Dolgon

Director, OCBL
Professor of Sociology

What is Community-Based Learning (CBL)?

CBL occurs when faculty incorporate a community service, research or action project into their course or infuse such an effort throughout the course. Students' intellectual and practical engagement leads back to substantive classroom conversations and assignments. Projects also encourage new and informed conversations with community partners. As students and faculty share analyses and strategies with community organizations, the production of knowledge and action becomes a democratically constructed understanding of the world as it is, envisioning a world that could be, and designing the strategies and actions that might bring such a world into fruition. At our best, CBL creates teaching, learning and partnerships inspired by the possibility of social justice.

Research & Learning Outcomes

Community-Based Learning is when students perform service-learning projects or conduct community-based research that not only benefits local needs but is designed collaboratively between community-based organizations and campus faculty and students. Projects emanate from community needs and community knowledge. However, coursework such as readings, lectures, and discussions help frame and inform students' understandings of the root causes of these needs. Thus, action in communities leads to reflection, but class work guides reflection, leading to analysis and strategies for change.

Why Do It?

As a faculty member, Community-Based Learning can be extra work on your end. However, the rewards far outweigh the costs. Community-Based Learning is a powerful way to link academics to action. Your students will receive a real-life experience that will stay with them far beyond college. The work accomplished can also make a lasting impact on the community. Moreover, this is a great opportunity to publish research findings and an analysis of your experience [see appendix 3]. It is also a tool to inspire colleagues to effect change in their communities in a similar fashion.

Getting Started

Once you have decided to teach a CBL course, you may feel a little overwhelmed by the idea of logistics and course creation but we assure you, it's not as daunting as it may appear. Our office has broken down tasks into a step-by-step formula below.

Think about Learning Outcomes & Goals

Decide what you want your students to get out of their service experience and how you will link it to the course objectives and goals. What do you ultimately want your students to have learned after leaving your class?

Identify Possible Partnerships

If you want to teach a CBL course but don't know who to partner with, where to begin or what needs to go into a syllabus? Come by our office and say hi! We would like to meet with you to help partner you with a community organization and even have you dig through our resource library. We also have an Open House for faculty and community partners at the beginning of every academic year so that our faculty have the chance to meet community partners in the hopes of creating a potential course.

MEET WITH YOUR COMMUNITY PARTNER

We advise you to meet with community partners in order to best assess how the course itself can address the problems that occur within the community. It also helps to have that relationship with at least one person from the organization so that you are all on the same page in terms of needs from students through service and academics. OCBL is happy to help in setting up these initial meetings!

RETURN TO COURSE OBJECTIVES & LEARNING OUTCOMES

Now that you've met with your community partner, rethink your course objectives and discuss how you envision these learning outcomes coming to fruition.

CREATE A SYLLABUS

Now that you know what your course is shaped like and who your community partner is, you can create a syllabus that fits your teaching style and achieves your student development goals! Looking at best practices of service-learning courses as seen through examples of fellow faculty syllabi can be helpful [see appendix 1].

We suggest you make students aware that CBL courses can sometimes require more time than other courses. We also encourage faculty to build in as much reflection time as possible in order for students to learn more about their CBL experience [see "Reflection"].

You are also welcome to make use of OCBL to help you with syllabi and course design. If after perusing these different syllabi you still feel as if you are at a loss or if your particular discipline does not fit any of these descriptions, please visit the National Campus Compact website: http://www.compact.org/syllabi/ for a more extensive list of disciplines.

TEACHING CBL

Now it is time to teach your course! Keep in mind a couple of key points as you go.

TIME!

CBL typically can be a more time-consuming way of teaching so make sure you allow a little extra time for prep work. Though there is no formal pedagogy on time management of CBL, we can offer strategies catered to your specific teaching.

PREPARE YOUR STUDENTS

Some of your students have never set foot in Brockton before and have no idea how to serve a community. The best way to prepare your students for their work is to get to know the community and the organization yourself. Our office offers a couple different trainings for students on issues of diversity and working in the community. We would like your students to take part in one of these. We can come to your classroom or work with them outside of class. We encourage you to hand out tip sheets about serving the community and working at your site [see appendix 2]. We have also helped faculty set up bus tours or walking tours of Brockton.

PREPARE FOR THE UNEXPECTED

Things will inevitably come up that are unfortunately out of your hands. This may have to do with coordinating site visits or student group work. Our community partners are very busy with their work and working with students may not be their first priority, so reminding your students to have patience is important.

CORI FORMS

CORI stands for Criminal Offender Record Information. It is a record of all Massachusetts criminal history, including any time anyone was arraigned in court on a criminal charge. Most human service agencies require CORI checks for any volunteers. If your students are doing any kind of work where they interact with humans, they will need to fill out a CORI form. Make sure your students do so IMMEDIATELY upon deciding where they will be serving. Some places will not let students start volunteering until they have filled this out so we recommend having students fill these out as soon as possible. (If possible, the students can fill these out before class begins. Sometimes, students are also able to start training and shadowing at their agencies without a processed CORI.)

ALLOW CREATIVITY & FLEXIBILITY IN COURSE WORK

Grading students for their work at sites can be a real challenge since you are not watching them while they serve. The nature of a CBL course tends to lend itself to creative products and results so why not mix up the assignments to help students reflect their work in innovative ways? Examples of different kinds of reflective assignments for CBL courses that are not just the typical paper or examination can be found in the "Reflection" section.

HELP STUDENTS CONNECT WORK TO IDEA OF CITIZENSHIP

While our students are working in the community, we want them to start thinking of themselves as citizens and community members. If you do want to incorporate citizenship into your class, our office has ideas of how to do this if you need assistance.

WORKING IN THE COMMUNITY

We also suggest that you articulate in your syllabus the goal that students will have a chance to gain a wider understanding of Brockton (and other surrounding communities) and working with diverse populations before entering the community so that they feel better prepared before they serve. Our office offers trainings for students on such topics and recommends that all CBL Faculty either send their students to one of our trainings or that someone from the CBL office comes to the class.

THE FIRST TOUR OF MARY BETH MEEHAN'S "CITY OF CHAMPIONS: A PORTRAIT OF BROCKTON" PASSES ONE OF THE SUBJECTS OF THE PHOTO INSTALLATION, ON MAIN STREET. STONEHILL COLLEGE OCBL PARTNERED WITH MEEHAN, ACQUIRING A MASSACHUSETTS FOUNDATION FOR THE HUMANITIES GRANT TO INSTALL THE PHOTOS, AND 10 STUDENTS FROM WEST JHS WORKED WITH STONEHILL STUDENTS IN AN URBAN SOCIOLOGY CLASS TO TOUR THE EXHIBIT AND MAKE THEIR OWN ARTISTIC EXPRESSION OF BROCKTON TODAY.

REFLECTIONS

How do you meaningfully link a course that has a great service component and addresses all relevant learning outcomes? The answer lies in reflection.

Reflection at its most basic level links service and learning in a structured way, allowing students to analyze the connection between theory and practice. According to Eyler, Giles & Schmeide, reflection can be broken down into The Four C's:

- Continuous: an ongoing part of learning in the course that provides continuity through each event or experience; reflection occurs before, during and after the experience.
- Connected: the link between service and the intellectual and academic interests of students,   resulting in the synthesis of action and thought.
- Challenging: an intervention to engage students in issues in a broader, more critical way; reflection pushes students to think in new ways.
- Contextualized: appropriate for the setting and context of a particular service learning course or program; reflection corresponds in a meaningful way to the topics and experiences that form material for reflection.

DIFFERENT FORMS OF REFLECTION

Ideally, reflection will be an integral part of the service-learning experience, and can be a very helpful way of assessing your students learning. Reflection can take many forms. Here are some examples below:

- Journaling: Students could do weekly journal entries about their experiences at their site. You can also pose questions to your students to get them thinking about their course work as related to their work in the community.
- Case Studies: A case study is a great way for students to understand a problem and analyze it. They are also fun because they can be written, role-played, or discussed as a class.
- Theater Work: If your course takes on an activist nature this might be a great fit for you! Your students can get together and create a theater piece that expresses their emotions and understanding of course material and service action.
- Collaborative Writing & Public Writing: From blogging to tweeting, there are many different kinds of social networking/internet options that might work for you as modes of reflection.
- Small Group Discussions: These can be very helpful when students come together to talk about their different experiences at sites. Whether they volunteer at the same or different sites, they should have a lot to teach each other and discuss. If you need assistance facilitating these discussions, our office can be of help!

EVALUATION

GRADING

So you have to grade your students for all their hard work and dedication to community-based learning. Of course, exams, papers, and presentations are tried and true ways many of you use to grade your students. Student participation in reflection and at their efforts at service sites can also be good measures of student activity depending on your selected outcomes. In the past, faculty have had students present on their experiences as well as write a reflexive paper around Community-Based Learning and their site specific project. If you have any other questions or issues with finding ways to assess your students, please contact the OCBL.

ASSESSING THE CBL COMPONENT OF YOUR CLASS

Our office has been part of a coalition of Liberal Arts colleges working with a Teagle foundation grant to develop CBL assessment tools. In the past, faculty have had staff from OCBL come to class and lead a discussion on the achievements and challenges of the CBL component. This helps the faculty member, who can just step back and listen to the evaluation and it helps our office create better student trainings and assess our partnerships with the community. Increasingly, faculty are including community partners in CBL assessments and the OCBL is happy to help coordinate this process.

ASSESSMENT RESOURCES

More and more attention has been paid to classroom and CBL assessment. Below are some of the most recent and best sources and websites with a host of models and other materials. Most are available in our resources library at the Center for Teaching and Learning (114 Duffy), via library database, or at the National Service-Learning clearinghouse website.

Lichtenstein, ET. Al. 2011. "Development of a National Survey to Assess Student Learning Outcomes of Community-Based Research." Journal of Higher Education Outreach and Engagement v. 15(2), June 2011, 7-33.

Friedan, Eyler and Giles. 1997. Assessing the Impact of Service-Learning on College Students' Social and Cognitive Development. Nashville: Vanderbilt University Press.

Hatcher and Bringle. 2010. "Developing Your Assessment Plan: A Key Component of Reflective Practice," in Looking In, Reaching Out: A Reflective Guide for Community Service-Learning Professionals. Washington, D.C.: Campus Compact.

Polin and Keene. 2010. "Bringing an Ethnographic Sensibility to Service-Learning Assessment." Michigan Journal of Community Service Learning. V.16(2), Spring 2010.

Shinnamon A, Gelmon S and Holland B. 1999. Methods and Strategies for Assessing Service-Learning in the Health Professions. San Francisco, CA: Community-Campus Partnerships for Health.

ADDITIONAL RESOURCES

Common Types of Assessment Tools in Service-Learning Research: http://www.servicelearning.org/service-learning-research-primer/common-types-assessment-tools-service-learning-research *This is an excellent brief essay with specific examples and a variety of great resources.*

Tools and Methods for Evaluating Service-Learning in Higher Education: http://www.servicelearning.org/instant_info/fact_sheets/he_facts/tools_methods *Another great source that acts as a primer for analyzing what and how to assess in community based learning.*

WHO'S WHO ON AND OFF CAMPUS

At OCBL, we stress the importance of knowing who our community is both on and off campus. OCBL is a member of the Community Partnership and Engagement Committee: a group that meets to discuss how all of our offices (Into the Streets, Center for Nonprofit Management, Career Services, etc.) can collaborate in meaningful and effective ways. OCBL respects the many different offices and programs on campus that work with local partners. Here is a guide to some of them.

CAMPUS MINISTRY

INTO THE STREETS [ITS] ITS is a student-led program inviting other students to go outside the walls of Stonehill and "into the streets" of our local community, to see different cultures, to meet those who struggle in society, and to help those in need. Contact: Sarah Fontaine-Lipke sfontainelipk@stonehill.edu.

H.O.P.E. a Campus Ministry's Alternative Spring Break Program. The H.O.P.E. program seeks to engage members of the Stonehill community in cross-cultural service immersion experiences and to challenge them to grow in love of God and neighbor. Contact: MaryAnne Cappelleri mcappelleri@stonehill.edu, ext. 1067.

CAREER SERVICES

INTERNSHIPS Career Connection is an online internship/job database for students to search for hundreds of internship opportunities. In addition, the College utilizes a number of other online resources for students to search for regional and national opportunities. Students may do internships solely for experience or they may receive academic credit. Contact: Darcy Lynch, dlynch@stonehill.edu, ext. 1058.

POST-GRADUATION SERVICE OPPORTUNITIES Post graduate service organizations connect volunteers with communities in need, and provide living arrangements, professional development opportunities, stipends, or educational awards post service. Contact: Kris Silva, ksilva@stonehill.edu, ext. 1559.

CENTER FOR NONPROFIT MANAGEMENT [CNM]

SUPPORT SERVICES CNM seeks to build the management and leadership capacity of community-based nonprofits. CNM focuses on enhancing critical management skills, while fostering relationships with and among diverse community-based organizations so that they may achieve their missions. Drawing on community and College expertise, CNM works closely with local organizations to identify and address a range of management and governance needs.

DEVELOPING FUNDRAISING LEADERS INSTITUTE Undergraduate interns train in fundraising and development through an intensive 12 week program, and become exceptional candidates for internship placements in fundraising programs at many nonprofits. Contact: Sarah Varadian svaradian@stonehill.edu, ext. 1856.

RESOURCES & SUPPORT

The Office of Community-Based Learning offers many different workshops, retreats and institutes while also keeping you updated on what opportunities for faculty lie outside of the Stonehill community in terms of service-learning. In addition, we also make sure that we have a running list of resources available to you on our website.

EXAMPLE SYLLABI: SEE APPENDIX 1
WEBSITES RESOURCES ON RESEARCH, THEORY, AND PRACTICE: SEE APPENDIX 4

STONEHILL CBL RESOURCES & FACULTY DEVELOPMENT OPPORTUNITIES

WORKSHOPS We host at least two workshops a semester specifically for faculty. Please look for announcements for our next upcoming workshop! In the past, we have had workshops in the basics of Community-Based Learning. We also have workshops for community partners to attend—faculty can come to these as well to listen and get a new perspective. Additionally, we offer Diversity Trainings to any CBL class.

SUMMER INSTITUTE The OCBL Summer Institute gives faculty an opportunity to team up with a community partner and student leader, and work closely with OCBL staff to design a new CBL course or revamp an already existing CBL course. Faculty apply to attend and receive a small stipend.

POTENTIAL GRANTS & CONFERENCES These opportunities come up pretty often! If you have a project or proposal in mind and are looking for grant money, please let us know and we will try to help you find it. We will also notify you of any grants and conferences we come across.

READING ROOM The Center for Teaching and Learning Reading Room (114 Duffy) is filled with books about Community-Based Learning—from general information to more discipline-specific texts. Feel free to come by and check something out or ask for help in finding a resource.

ADDITIONAL OFFICE SUPPORT We are always available for consultation. We have a website that is updated frequently and an office blog cataloging upcoming events and posts from faculty & student bloggers.

Our Website http://www.stonehill.edu/offices-services/community-based-learning/
Our Blog: http://communitybasedlearning.wordpress.com/

OFFICE OF COMMUNITY-BASED LEARNING SERVICES

For Faculty	For Community Partners	For Students
• Workshops • Presentations on CBL • Support with syllabi • Guidance in selecting and working with community partners • Coordinating site visits • Assistance with transportation, on a case-by-case basis • Information on upcoming service-learning grants and conferences	• Workshops • Advocacy • Networking with faculty and other community partners • Student service-learning volunteers • Community-based research • Events • Resources in staff and faculty	• Opportunities to serve the community • Service-learning courses and research • Work-study • Option to continue service work at a specific site • Option to work on issues of advocacy in the Stonehill and Brockton communities • Opportunities to blog

APPENDIX 1: EXAMPLE SYLLABI

HS 330: THE 10TH ISLAND: PLACE, MEMORY AND NEIGHBORHOOD IN CAPE VERDEAN BROCKTON

Professor Belanger
Office: 265 Duffy

Course Meets Thursdays 2:30-5pm
ebelanger@stonehill.edu

"Every community has a memory of itself. Neither an archive nor an authoritative record ... but a living history, an awareness of a collective identity woven of a thousand stories."

Course Description

What does it mean to be "American" in today's mulit-cultural world?   How do we connect to our ethnic past; and in what ways does this history, both remembered and recorded, both perceived and real, both celebrated an ignored, help to shape our definition of who is "illegal," who is "alien," who is "resident", who is "citizen"? The 10th Island examines the role of ethnic communities in American life through a collaborative study of Brockton's Cape Verdean community. Students will gain a better understanding of race, ethnicity and urban culture by using the Cape Verdean community in Brockton as case study in which to examine larger issues about community identity, civic culture and the role of cities in American life   In tracing the links among place-making, historical consciousness, and public culture this course also asks students to place their knowledge of history in a larger social framework, challenging them to think critically about what it means to be active citizens of a democratic society . A second, equally important goal is to introduce students to the technique and method of doing interdisplinary urban research. To this end, the course will work collectively with the Cape Verdean Association of Brockton and local school children on an oral history project.

Assignments

Reaction Papers (30%): For the first five weeks of class students are required to turn in short (1-2 page) reaction papers which are due on the day the assigned readings are discussed. See Reaction Paper Guidelines for more detailed information.

Historic Movie Video (20%): Working in groups, students will create movie videos that combine images, text from oral history interviews and music. The HMV's will examine an important theme in the Cape Verdean-American experience.

Oral Histories and Transcription (20%): As part of the fieldwork for this class, students will conduct a series of oral histories. Students will also be responsible for transcribing one of the oral histories for the Cape Verdean Association's archives.

Course Portfolio (30%): Students are required to turn in a course portfolio that includes their reaction papers, oral history transcriptions and a reflection paper (see handout for more details).

Course Readings

Marilyn Halter, Between Race and Ethnicity: Cape Verdean American Immigrants
Valerie Yow, Recording Oral History

Course Reader

September 3: History of Cape Verdean Americans Readings: Introduction and Chapter 1 Becoming Visible: A Demographic Profile in Marilyn Halter Between Race and Ethnicity: Cape Verdean American Immigrants

September 10: Migration Stories Readings: Chapter 2"From Archipelago to America" in Between Race and Ethnicity; Excerpts from Across the Atlantic: An Anthology of Cape Verdean Literature (in reader) Interview with Captain Joe Antone, A Cape Verdean Seaman (1939) in Spinner Volume IV (in reader).

September 17: Identity Readings: Excerpt from Chapter 4 Cape Verdean Diaspora Identities in Gina Sanchez Disporatic Transformations: Race, Culture and the Politics of Cape Verdean Identity. (in reader) "Black, White for Portuguese? A Cape Verdean Dilemma" in Spinner Volume 1 (in reader); Interview with Marilyn Halter (in reader)

September 24: Community and Culture Readings: Chapter 4 "Living- Just Enough for the City" in Between Race and Ethnicity; "A Perspective on Cape Verdean Crioulo" in Spinner Volume III (in reader); "Cape Vedean Brockton News Clippings" (in reader) Restaurant/Music Performance Visit?

FROM OCTOBER 1st TO NOVEMBER 19TH WE WILL BE MEETING IN CLASS AND TRAVELING TO THE CAPE VERDE ASSOCIATION'S COMMUNITY CENTER

October 1 Immigrants/Natives: Growing Up Cape Verde-American in America *MEET AND GREET AT THE CAPE VERDEAN ASSOCATION* Readings: Chapter 5 Identity Matters: The Immigrant Children in Marilyn Halter Between Race and Ethnicity: Cape Verdean American Immigrants,"Generation Next" (page 217-228) in Gina Sanchez Disporatic Transformations: Race, Culture and the Politics of Cape Verdean Identity. (in reader)

WEEKEND FIELD TRIP TO NEW BEDFORD (whaling museum) OR PROVIDENCE (Cape Verdean Museum)

October 8: Oral History Workshop (Guest Aminah Pilgrim) Readings: Chapter 1 (Introduction to the In-Depth Interview) Chapter 3 (Preparation for the Interview Project) Chapter 4 (Interviewing Techniques) in Valerie Yow Recording Oral History; Chapter 6 (Interpersonal Relations in the Interview)

October 15: Oral History- Community History Readings: Chapter 7 (Varieties of Oral History Project: Community Studies) in Valerie Yow Recording Oral History "I Haven't Anything to Say" Reflections of Self and Community in Collecting Oral Histories" in Rondald Grele Subjectivity and Multiculturalism in Oral History (in reader), Come to Class with Sample Interview Questions- in class we'll be translating the questions, trying out the recording devices and interviewing each other.

October 22: Oral History Interviews

October 29: Oral History Interviews

November 5: Oral History Interviews

November 12: Oral History Interviews

November 19: Historic Movie Video Workshop

December 3: Reflection and Planning for Next Semester

December 10: End of the Semester Dinner and Viewing of Historical Music Video

COURSE PORFOLIO DUE DEC. 16th

Mediated Communication Theory

Communication 419A	Prof. Angela Paradise
Spring 2010	Office Location: CM116
Course Meets: Wed. 2:30-5:00	Office Hrs.: Tues/Thurs 10:45-11:30;
Meeting Room: College Center Rm. 107	or by appt.
Email: aparadise@stonehill.edu	Office Phone: (508) 565-1112

Course Description

This is an advanced capstone course designed for senior Communication students. It aims to explore the theoretical foundations of media from a social scientific perspective. This course emphasizes a systematic social scientific understanding of media institutions, processes, and effects, as well as the media's relationship with individuals and society. We will trace the development of media theories, evaluate, critique, and compare specific theories, and examine theoretical frameworks applied to mass communication research. As this is your senior "capstone," there is also a significant community-based learning (or "service learning") component to this course in which you will be serving as media literacy mentors/facilitators at a local after-school program.

Course Objectives

- To understand the origins of mass communication theory;
- To become familiar with the main mass communication theories, their successes, limitations and utility; also, to be able to compare and contrast a wide variety of theories;
- To improve your ability to critically evaluate reports of mass communication research;
- To recognize the relationship between theory and research and understand the role of each;
- To view mediated communication theories as frameworks for understanding, explaining, and possibly predicting human behavior;
- To relate theories to your future professional field and be able to apply such theories;
- To gain insight into the study and practice of media literacy through research, reflection, and fieldwork as part of a community-based learning capstone initiative.

Required Readings

We will be reading select journal articles and book chapters, which can be found through Stonehill Library's COURSE RESERVES system. The password to access these readings is "theory." Additional articles may be distributed to you during class.

Course Requirements and Policies

1.) Attendance: Attendance is mandatory. Everyone is expected to attend all classes and arrive on time, ready to participate. Since this is a small class and given that we meet only 14 times throughout the semester, your attendance is crucial to your success in this course. Frequent absences (in this case, more than one missed class) will result in a lower grade.   If you are absent, you are responsible for making up missed work; it is also your responsibility to find out what you missed by borrowing a classmate's notes. If you are not in class on a day when an assignment is due, it is your responsibility to make sure I receive your work before class to avoid a grade deduction. In the event that you are absent for a week or longer due to a serious medical problem or other issue, please contact Richard Grant of the Center for Academic Achievement (dgrant@stonehill.edu, Duffy 109). He will then get in touch with your professors.

2.) Reading: Please read all assigned material BEFORE you come to class and be sure to bring your printouts of the e-reserve readings to class. Note: Material in the readings will be on the exams.

3.) Assignment Deadlines: All assignments are due at the beginning of class on the date noted in the course schedule. If your paper is not ready at that time, it is a late paper. Your ideas deserve the time required for careful organization, clarity, and revision, so plan ahead. Late work is accepted up to one week after the due date; after that time I will not accept any papers. Please note that all late papers will be marked down by one full letter grade (10 points); this policy is in fairness to your classmates/peers.

4.) Plagiarism: Plagiarism or cheating will result in failure of the assignment. All assignments must be your own original work and must be specifically written for this course; that is, written content from other courses will not be accepted. You must accurately cite (using APA guidelines) any information or ideas that you derive from other sources. APA STYLE guidelines can be found at several places on the Internet. One good site which offers several links is http://www.psychwww.com/resource/apacrib.htm

5.) Lateness, Cell Phones, etc…: This class operates on the premise of respect---respect for you, your education, your peers, and your professor. Therefore, please turn off all cell phones/pagers BEFORE entering class. Also, you are expected to arrive on time as latecomers disturb the class.

6.) Special Needs: It is Stonehill's goal (and my own) to create classroom environments that are welcoming to all students. Part of that goal means providing reasonable accommodations to students with disabilities when they need them. If you require accommodations for this class, please contact the Center for Academic Achievement, located in Duffy 109, during the first two weeks of the semester.

7.) Email: Email is a great way to contact me if you have questions that require brief "yes" or "no" types of answers. However, if you have questions that require detailed responses, seeing me during office hours is best. Please do not e-mail me papers or assignments unless you get prior permission from me.

8.) Office Hours: I truly encourage you to take advantage of my office hours. (If my scheduled hours don't work for you, we will find time that works for both of our schedules!) During office hours, we can review the concepts in the textbook, discuss your written assignments, or discuss other class-related issues. Or, feel free to come by if you just want to talk about your career path (or just about anything else for that matter—I'm happy to lend an ear!)

Overview of Graded Assignments

Exams: There will be two exams. Exams will cover lectures, readings, student presentations, and video clips discussed in class. Exams may include MC, T/F, term IDs, short answer, and essay questions.

Article Discussion Leader: Each of you will be responsible for leading a discussion on one of the research studies assigned to the class (as noted in the syllabus). You will pick one article from the list provided, and then will lead a class discussion on the theoretical grounds and conclusions of the piece, as well as the limitations and your own suggestions. During your turn as discussion leader, you are responsible for keeping the discussion going and encouraging all class members to participate. You are also responsible for creating a one-page handout to help guide your discussion of your article— think of these handouts as a way to help you and your classmates review the material for the mid-term and final exams. This assignment is designed to encourage you to explore the material in greater depth, share your insights, and help us develop new insights of our own. * More detail to follow in assignment handout.

Media Literacy Article Critique: Class members will work in pairs on this assignment (will be adjusted for odd-numbered enrollment if necessary). Each pair will be assigned a specific media literacy "effectiveness" study to review and critique. Your critique should speak to the significance of the media literacy research endeavor, the theoretical framework employed, the methodology and findings of the study, and the overall implications. In conducting your critique, you will evaluate the study as a whole, as well as the application of theory.   Also, you will be asked to present your critique with the class.

Participation: The extent to which you make active, consistent, and informed contributions to class discussions will be assessed. You will not get full credit for your participation grade by simply showing up. Rather, you are required to come to each class meeting prepared and with a solid understanding of the reading material in order to be a strong contributor. There are many ways to enhance your participation grade—for instance, by posing questions to classmates, by answering questions in class, by sharing a recent news story with the class, etc... Here's how to estimate your participation grade:

• A-range participation is characterized by making insightful contributions in every class meeting.
• B-range participation—by making insightful contributions in most (@ 80%) class meetings.
• C-range participation—by making insightful contributions in some (@ 50-60%) of class meetings.
• D-range participation—by making infrequent contributions during the semester.

Capstone Project: This semester our class will be partnering with Davis Commons (an after-school program in Brockton, MA) on a CBL initiative, "The Media Literacy Project." The program will involve our class, in small groups, visiting Davis Commons on a weekly basis to interact with students in the hopes of enhancing their media literacy skills. Specifically, you will be talking with the Davis Commons students about their media habits, what they think of media messages, and how they perceive themselves and others being affected by those messages. You will provide the students with information (via lesson plans and activities) on a variety of media topics. The capstone project itself centers on media literacy and the application of the very media theories we will be studying and discussing in class throughout the semester. The project has several components—weekly visits to Davis Commons, lesson plan creation, media production, planning and execution of end-of-semester capstone event with Davis Commons, and written work (reflection and evaluation)—all which will be discussed in greater detail.

Grading Structure

Exam I	25%
Exam II	25%
Article Discussion Leader	10%
Article Critique	10%
Capstone Project	30%
Total:	100%

*Please note: Absences (more than one missed class) and lack of regular participation will lower your final grade.

BUS445 Direct Marketing

Instructor: Eddie Rhee   Office: Stanger 307
Phone: 508-565-1854   Email: erhee@stonehill.edu

Office Hours: WF 9:00 – 11:00 am or by appointment
Teaching Assistant: Chris Norris (cnorris@students.stonehill.edu)
Course Meeting Times and Places: M 6:30 – 9:00 pm Stanger 110

Business Administration Department Mission Statement
The Stonehill College Department of Business Administration offers a high quality undergraduate business education that prepares students to make ethical, thoughtful, and significant contributions to their organizations and communities as professionals. In the tradition of the Congregation of the Holy Cross, with a foundation in the liberal arts, and using a high degree of faculty-student interaction, we provide an integrated curriculum delivered with an emphasis on the student. We value the enrichment of the learning environment through intellectual contributions of faculty in the areas of teaching and learning, discipline based research, as well as contributions to practice.
The delivery of our business education program is guided by the following learning goals:

lg1	Business Literacy
lg2	Ethical Perspective
lg3	Effective Oral Communication
lg4	Global Awareness

Course Description
This course covers the planning, design, and execution of direct marketing programs, including methods for utilizing databases and targeting techniques. You will learn how to design direct mail, telephone, catalog, email, and web-based marketing programs for consumer goods, services, and industrial markets. You will learn the principles of database design for marketing and the basic techniques of statistical analysis for targeting.

Course Objectives
- To gain knowledge of direct marketing methods. Describe and apply targeting, offer, positioning, media selection, creative development, and program tracking. (ref: *lg1*)
- To identify opportunities for direct marketing with an appreciation for the strengths and weaknesses of direct marketing. **(**ref: *lg1*)
- To understand and apply data analysis for direct marketing, including basic measurement techniques, modeling and profiling. (ref: *lg1*)
- To develop a direct marketing campaign, applying concepts and techniques covered in class. (ref: *lg1*)

Required Texts and Resources

1.   Primary Text: Successful Direct Marketing Methods, 8th Ed. by Bob Stone and Ron Jacobs, McGraw-Hill, ISBN-13: 978-0071458290

2.   The eLearning web site established for this course is: http://elearn.stonehill.edu
3.   Additional readings and assignments as distributed in class.

Course Structure
This course involves lectures, discussions, cases, assignments, current event examples, exams, and group projects. The lectures may cover particularly important aspects of direct marketing and may be on topics not in the textbook. Students are expected to read all assigned readings prior to class meeting and discussion.

Course Assignments

There will be eight written assignments. The objective of the homework is to give the students an opportunity to apply the concepts to the real world marketing decision-making.

The homework will be collected at the start of the class on the due date. Late homework will not be accepted. If for some reason you will not be in class, make arrangements to submit the homework in time.

Attendance

Regular attendance is an important part of participation grade. Class attendance will be checked every class. Students are excused to skip up to two classes for any reason during the semester without any penalty. Absences exceeding 2 sessions will seriously affect a student's participation grade. In addition, I will lower the student's course grade by one grade increment (e.g. A to A-) if the student has more than two class absences. A very high absentee rate (above 4 absences, 30% of class sessions) will result in a failing grade for class participation and the course as a whole, regardless of their performance on homework and tests.

Participation

The students can make the class a valuable learning experience by actively participating in class discussions. Class participation may include defining the concepts and applying the concepts to the real marketing decision-making. In-class exercises and case discussions will also be counted toward participation grade.

Group Project

A group of 4 students will work on a direct marketing campaign partnered with *Community Connections of Brockton*. The project will be composed of four phases: SWOT analysis, direct mail design, rollout, and response analysis. Further detail will be discussed in class.

Examinations

There will be two tests and no final test. The format of the exams will be multiple-choice and short essays. The dates for the exams are in the tentative course schedule in the syllabus. Further details about the tests will be given in class.

Permission to miss an exam should be requested in advance. If you are unable to contact me directly, please leave a voice mail or email message as to where you can be contacted.

Grade Determination

Grades will be earned through a series of objective and subjective evaluations of student performance throughout the semester. The following framework is intended to give students a rough guide to the relative importance of different course components:

Test1	25%
Test 2	25%
Homework	15%
Group Project	25%
Class Participation	10%

Credit will be determined by assigning a numerical value to each category, corresponding to 100%. Final grades will be calculated by multiplying the relative weights by the achievement earned for each category. A letter grade will be assigned, using the following table:

Achievement	Letter Grade	Definition
95-100	A	Outstanding
90-94	A-	
87-89	B+	
83-86	B	Superior
80-82	B-	
77-79	C+	
73-76	C	Satisfactory
70-72	C-	
60-69	D	Passing but unsatisfactory
<60	F	Failure

Academic Integrity Policy

My expectation is that you will adhere to the Academic Honor Code and Academic Integrity Policy that are provided on pages 121 – 123 in the 2012 – 2013 edition of the Hill Book. Violations of the academic integrity policy include but are not limited to the following actions:

1. Presenting another's work as if it were one's own;
2. Failing to acknowledge or document a source even if the action is unintended (i.e., plagiarism);
3. Giving or receiving, or attempting to give or receive, unauthorized assistance or information in an assignment or examination;
4. Fabricating data;
5. Submitting the same assignment in tow or more courses without prior permission of the respective instructors;
6. Having another person write a paper or sit for an examination;
7. Unauthorized use of electronic devices to complete work; or
8. Furnishing false information, including lying or fabricating excuses, for incomplete work.

When in doubt, always verify with me if something is being done properly or is allowable in this class rather than simply make an assumption based on the fact that it was or is currently allowable in another class.

A violation of Stonehill's Academic Integrity Policy may, at my discretion, result in but is not limited to failing grade for the assignment in question or failing grade for the course.

Accomodations

Stonehill College is committed to providing all students equal access to learning opportunities under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973. The Center for Academic Achievement is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students who have registered with the center and have a letter requesting accommodations are encouraged to contact me early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact The Center for Academic Achievement for a confidential discussion at Duffy 109 or 508-565-1208.

Tentative Course Schedule

Date	Chapter	Topic	Assignments Due
Week 1			
M 1/14	1 2	Introduction, Groups The Scope of Direct Marketing Business, Strategic, and Direct Marketing Planning	
Week 2			
M 1/28	3 4	The Impact of Databases Consumer and Business Mailing Lists	Homework 1
Week 3			
M 2/4		**Guest Speaker** [Discuss Group Project - Phase 1: SWOT]	
Week 4			
M 2/11	21 22 24	Modeling for Business Decision Support Mathematics of Direct Marketing Research for Direct Marketers	Homework 2
Week 5			
M 2/18		**Presentation: Project - Phase 1: SWOT Analysis** [Discuss Group Project - Phase 2] [Test 1 Review]	**Project - Phase 1: Paper & PPT Slides due**
Week 6			
M 2/25		**Test 1**	**Chapters 1,2,3,4,21,22,24**
Week 7			
M 3/11	5 6	The Offer Building Customer Relationships	Homework 3
Week 8			
M 3/18	18	Creating Direct Mail Packages	
Week 9			
M 3/25		**Presentation: Project - Phase 2: Direct Mail Design**	**Project – Phase 2: Finalize design and order print** Homework 4
Week 10			
T 4/2	10 11 12 13	Magazines Newspapers TV/Radio Insert and Co-op Media	
Week 11			
M 4/8	15	Overview of Internet Direct Marketing	Homework 5 **Project – Phase 3: Rollout by Wed 4/10**
Week 12			
M 4/15	16	E-Communications [Test 2 Review]	Homework 6
Week 13			
M 4/22		**Test 2**	**Chapters 5,6,10,11,12,13,15,16,18**
Week 14			
M 4/29		**Presentation: Project - Phase 4 (Comprehensive Paper & Presentation)**	**CCB will measure response up to Wed 4/24**

APPENDIX 2: TIPS FOR SERVING AT YOUR CBL SITE

GO TO YOUR SITE WITH AN OPEN MIND. Most sites will be new to you. Your instincts for judging places by their appearance, etc. will most likely NOT be accurate. If you want to understand the place and the people, you must put aside most of your assumptions, stereotypes, etc. and begin with an open mind.

THE MORE YOU PUT INTO IT, THE MORE YOU WILL GET OUT OF IT. Participating in a service-learning opportunity may be new to you. If you give it your all and make it a main priority, you will learn more. The more active and responsive you are at your site, the more you will personally learn from the service experience.

BE AWARE OF SAFETY. If you feel unsafe at all, let your site supervisor know. If you still feel unsafe or unsure, contact the CBL office [508-565-1959/1904] or your professor. If the problem is immediate and you feel uncomfortable, leave right away. The number for the Brockton police is: 508 941-0200

CONSIDER YOUR SKILLS AS ASSETS. Be creative in the approaches you take to volunteering. If the work is something you do not know much about, approach it from a more familiar angle by using skills you have to get the work accomplished.

BECOME AN EXPERT ON YOUR ORGANIZATION. Do advance research and learn about your site. Visit the website. Find articles about it. Know the organization inside and out so that you are prepared, while there and can write about it later.

COMBINE YOUR GOALS. Think about what you want to get out of the experience, while also addressing the needs of your site. How can you combine your objectives and meet their needs?

ASK QUESTIONS. You are new to this site and may not know much about it or who works there. Ask away! No one will fault you for curiosity and you will learn more about the organization from doing so.

TALK TO EVERYONE AND GET TO KNOW THE ORGANIZATION. Meet everyone in the organization, even if you don't work directly with them. You can only benefit from learning the whole site and who works there.

MAKE THE EXPERIENCE A PERSONAL ONE. How is working at this site affecting you personally? Think about what you are taking away from this experience and try to think of ways of bringing this experience "home" so to speak.

THINK ABOUT NEXT STEPS. Always keep in the back of your mind what the next step is for you and the organization after your project is done. What final projects are due and where should organization go in the future? Think about the bigger picture and how you can achieve it while at your site.

STRENGTH IN NUMBERS. Go with someone. It will be more interactive and engaging and more safe.

HAVE FUN!

APPENDIX 3: PLACES & GUIDELINES FOR PUBLISHING SCHOLARSHIP OF ENGAGED TEACHING

Michigan Journal of Community Service Learning http://ginsberg.umich.edu/mjcsl/

Liberal Education [AACU Journal] http://www.aacu.org/liberaleducation/guidelines.cfm

Partnerships: A Journal of Service-Learning & Civic Engagement
http://www.partnershipsjournal.org/index.php/part

Education, Citizenship and Social Justice http://esj.sagepub.com/

Journal of Social Change http://www.publishing.waldenu.edu/jsc/

Journal of College Student Development http://www.jcsdonline.org/

Journal of Civic Commitment http://www.mesacc.edu/other/engagement/Journal/

Around the CIRCLE Newsletter http://www.civicyouth.org/author/newsletter/

Community Development Journal http://cdj.oxfordjournals.org/

Concepts & Transformation: International Journal of Action Research & Organization Renewal
http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=CAT

International Journal for Service-Learning in Engineering http://library.queensu.ca/ojs/index.php/ijsle/index

Journal of Community Practice http://www.tandfonline.com/loi/wcom20

Journal of Experiential Education http://www.aee.org/catalog/JEE

Journal of Higher Education Outreach and Engagement http://openjournals.libs.uga.edu/index.php/jheoe/index

Nonprofit and Voluntary Sector Quarterly http://nvs.sagepub.com/

APPENDIX 4: WEBSITE RESOURCES ON RESEARCH, THEORY, AND PRACTICE

Building Community Through Service-Learning: The Role of the Community Partner: http://www.ecs.org/clearinghouse/44/03/4403.pdfg:

Tenure, Promotion, and the Publicly Engaged Academic Historian: http://ncph.org/cms/wp-content/uploads/2010/06/Engaged-Historian-Report-FINAL1.pdf

Bonner Foundation: www.bonner.org

Campus Activism: http://www.campusactivism.org/

Campus–Community Partnerships for Health: http://www.ccph.info/

Campus Compact: http://www.compact.org/

Center for Information & Research on Civic Learning and Engagement: http://www.civicyouth.org

Community Works Institute: http://vermontcommunityworks.org/

GUNI—Global University Network for Innovation: http://www.guni-rmies.net/

Imagining America: www.imaginingamerica.org

IMPACT: http://www.impactconference.org

International Association for Research on Service-Learning and Community Engagement: http://www.researchslce.org/

International Partnership for Service-Learning and Leadership: http://www.ipsl.org/

Leading Change Network: http://leadingchangenetwork.com

Learn and Serve America's National Service-Learning Clearinghouse: http://www.servicelearning.org/

National Service-Learning Partnership: http://www.service-learningpartnership.org/

National Society for Experiential Education: http://www.nsee.org/

National Youth Leadership Council: http://www.nylc.org/

Service Learning: http://www.servicelearning.org

Student Activism: http://studentactivism.net/

Talloires Network: http://talloiresnetwork.tufts.edu/