INTR 311-900/970 Community and Identity
Spring Semester 2019

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Office Hours: Mondays, 3:30-4:30 pm Mountain Time, or by appointment / cell 614-270-7330 / email

Class Times and Locations (follow the course map posted in class for specific dates/times):

This class is conducted online using Canvas, January 7 – May 3, 2019.

Canvas: We will be using Canvas with this class. You can access it at this address http://canvas.unco.edu. Your log in is the same as you use for BearMail. Be sure to check both regularly.

Course Description: Students explore the structure of community and how involvement in community contributes to self-awareness, identity, human relations and civic responsibility.

Course Purpose: This is a two credit hour internship/practicum class. The purpose of this course is to move you beyond the classroom into meaningful experience in the general and Deaf communities.

Pre-Requisites: Prerequisite knowledge in the discipline includes INTR 102: ASL VI and INTR 103: ASL VII.

Course Objectives: Upon the completion of this course, students will be able to do the following:

- Discuss service learning from a historic and systems perspective.
- Describe the indicators of engagement in service learning and isolate the indicators in a variety of case studies about service learning.
- Analyze the application of service learning theory through the lens of volunteerism, civic literacy, experiential education, consumerist politics, justice and democracy.
- Apply the principles and best practices of service learning in higher education to a service learning partnership within the broader community.
- Apply the principles and best practices of service learning in higher education to a service learning partnership within the Deaf Community.
- Apply reflective analysis to analyze the service learning partnership and what it contributes to the learning of the student and the development of the community.
• Demonstrate cultural and linguistic competence necessary to effectively work within and contribute to the Deaf Community.
• Demonstrate cultural and linguistic competence necessary to effectively work within, and contribute to, the Deaf Community and the community at large.
• Associate skills and knowledge gained to current or future practice as an interpreter

Entry-to-Practice Competencies:

2.1 Demonstrate collegiality by showing respect and courtesy to colleagues, consumers and employers, and taking responsibility for one’s work.

2.3 Demonstrate respect for ASL, English and contact varieties of ASL by using cultural norms appropriate to each language while conversing and interpreting.

2.4 Recognize and respect cultural differences among individuals by demonstrating appropriate behavioral and communicative strategies both while conversing and while interpreting.

Example: In groups comprised of D/deaf people exclusively and groups of D/deaf and hearing people, apply appropriate strategies for introductions, turn-taking, and follow-up.

5.6 Demonstrate commitment to the D/deaf Community by supporting and contributing to D/deaf-related organizations and activities.

5.7 Demonstrate awareness of community resources by identifying organizations and agencies that could or do serve D/deaf people.

Required Materials:

Textbooks

[This book is also available in electronic format if preferred.]


Readings (eReserves)

**Course Requirements Overview**, complete instructions posted in online class:

<table>
<thead>
<tr>
<th>Assignment # &amp; Due</th>
<th>Description</th>
<th>Points</th>
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| **Assignment 1** <br>Due weekly | **Course Engagement**: Participate regularly and consistently in online discussions about course readings and activities offering at least 2 (two) substantive contributions each week.  
- Week 1 Introduction to the course  
- Week 2 Chapter 1 discussion questions  
- Week 3 Chapter 2 discussion question  
- Week 4 Chapter 3 discussion question  
- Week 5 Chapter 4 discussion questions  
- Week 6 Reading questions for Chapter 7 in *Toward Competent Practice*  
- Week 7 Chapter 5 discussion questions  
- Week 8 Reading questions for Chapter 3 in *Toward Competent Practice* and for “Reciprocity” reading  
- Week 9 Big Blue Button live discussion on exercise 5.5  
- Week 10 Chapter 6 discussion questions  
- Week 11 Chapter 9 discussion questions  
- Week 12 Chapter 10 discussion questions  
- Week 13 Reading questions for pages 143-146 in *Toward Competent Practice*  
- Week 14 Chapter 11 discussion questions  
- Week 15 Chapter 14 discussion question | 30     |
| **Assignment 2** <br>Due at the end of weeks 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15 | **Workbook Exercises**: Each chapter in the workbook includes a series of exercises. You will be asked to complete and submit various exercises as part of each lesson. | 15     |
| **Assignment 3** <br>Due beginning of week 10 | **Service Learning Progress Report**: Create two service-learning partnerships: one within the general community and one within the deaf community. Ideally the projects will be local but they can be of broader scope if necessary. The progress report should include a description of the organizations, the issues being addressed, a description of what you bring to the projects, project goals and a summary of progress on the goals. See the detailed assignment description for the structure of the report as well as workbook exercises that will be included or beneficial to this assignment. **Although this assignment is not due until week 10, it must be started early in the course.** | 15     |
| **Assignment 4** <br>Due Tuesday of the final week | **Career Application Presentation**: This project will relate the learning that occurred in the service learning partnerships to the skills and knowledge needed to be effective in interpreting. It will be presented in a recording with supporting paperwork. | 25     |
| **Assignment 5** <br>Due Friday of the final week | **Service Learning Final Report**: The final report on your projects will be an update and expansion of Assignment 3, including evaluation of the projects and your contributions as well as your reflective analysis of the learning that occurred. **Although this assignment is not due until the end of the semester, it must be started early in the course.** | 15     |

**Total score**: 100 points
Evaluation Method: The points for all the assignments in a course will add up to 100 points and letter grades are assigned as follows for UNDERGRADUATE classes:

A = 91 – 100 superior achievement of course objectives
B = 81 – 90 above average achievement of objectives
C/D = 61 – 80 below average achievement of course objectives
   (Reminder: you must maintain at least a “B” per class to meet graduation requirements)

University Policies

Student Code of Conduct: You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at Student Conduct Code.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct.

Equity and Inclusion Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities. The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit https://www.unco.edu/dean-of-students/shareaconcern/.

Accommodations Statement: Disability Resources - It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at http://www.unco.edu/disability-support-services/.