

**THE CIVIC ETHOS**  
**HON 2301**  
**CRN 23078**  
**Sean Kelly**

**Time:** 1-1:50  
**Location:** MB 0.106  
**Instructor Phone:** 210-458-6467  
**Instructor Email:** sean.kelly@utsa.edu  
**Office Hours:** by appointment (set up appointments by emailing Cindy Turski at [cindy.turski@utsa.edu](mailto:cindy.turski@utsa.edu))  
**Reading:** All required readings are on the Blackboard course under Content.

**Course Description:** An introduction to the theories involved with the value of civic participation, community involvement, public service, and volunteerism.

**Section Description:** We will critically examine multiple perspectives on why civic engagement is valued. Primarily couched within a U.S. context, the course will explore several important philosophical trends that inform the contemporary state of civic participation.

**Readings:** Readings or their web links are located on Blackboard Learn, organized by date. Readings are due on the date indicated by the Blackboard folder in which they reside.

**Assignments and Grading:**

**Reading Quizzes:** There will be a number of short (5-10) quizzes. These will be multiple choice or t/f and are designed to make sure that you are engaged with the reading. Over the course of the semester, you will have at least 110 points worth of quiz questions. Your final grade for the reading quizzes will be the total number of points that you earn. Quizzes will be conducted via iClicker, so you will need to download that app or have a clicker device. Quizzes will be given at the beginning of class and there will be no makeup quizzes.

**Attendance:** Attendance will be taken each class via iclicker. You will receive. You will receive 8 points for each course that you attend. At least 1 unexcused absence is built into the syllabus.

**Service Learning Proposal:** (350 points): Utilizing a standard poster format, each student will create a service learning proposal. This is for a service learning project that has major outcomes and that can be accomplished in a total time of 75 hours (time-on-task) per major participant. You will not necessarily carry out the project, but you will be graded on the following:

Proposed Outcomes for Partner (50 points): Outcomes will be judged by the contribution that they are likely to have on the organization and how well they fit with the intended goal of the project. Does the outcome align with a real need for the client.

Proposed Outcomes for Major Organizers (50 points): Outcomes will be judged by the level of dedication, production, excellence, and effort that they indicate to an outside audience.

Proposed Learning Outcomes (50 points): Outcomes will be judged as to how likely and deeply the project helps the major organizers develop in the 3 major learning outcomes that are identified.

Creativity/Pop (50 points): Projects will be judged by how likely the project is to garner attention and participants. How does it stand out in a crowd or projects.

Proposed Plan (100 points): Projects will be judged as to how realistically they could be pulled off according to the initial plans and questioning by the judges. Could it be accomplished in 1 semester and with the number of participants and funds proposed by the presenter.

Presentation (50 points): Presenters will be judged as to their ability to demonstrate critical reasoning skills when questioned and as to the quality of the poster presented.

*All posters must be presented during the poster presentation session **Date TBA**.  
Late posters will not be accepted and will receive a grade of 0.*

To determine your grade at any point in the semester, sum your earned points and divide by total possible points up to that point. Multiply by 100.

**Grading Scale:**

<b>Final Letter Grade</b>	<b>Course Points</b>
A+	550-533 points
A	532-495 points
B+	494-478 points
B	477-440 points
C+	439-423 points
C	422-385 points
D	384-346
F	<346

**NOTE:** The professor reserves the right to utilize their professional judgment to adjust the grading scale if the final grade does not accurately reflect the quality of the student's work. This will only be done to the benefit of the student. In some cases, this may result in the student receiving a "-" grade, as in the case where a C+ is raised to a B-.

**NOTE:** Grades will only be distributed in class or on Blackboard Learn, not email or over the phone. Any grade discussions must take place in person.

**Counseling Services:** Counseling Services provides confidential, professional services by staff psychologists, social workers, counselors and psychiatrists to help meet the personal and developmental needs of currently enrolled students. Services include individual brief therapy for personal and educational concerns, couples/relationship counseling, and group therapy on topics such as college adaptation, relationship concerns, sexual orientation, depression and anxiety. Counseling Services also screens for possible learning disabilities and has limited psychiatric services. Visit Counseling Services at <http://utsa.edu/counsel/> or call (210) 458-4140 (Main Campus) or (210) 458-2930 (Downtown Campus).

**Student Code of Conduct and Scholastic Dishonesty:** The Student Code of Conduct is Section B of the Appendices in the Student Information Bulletin. Scholastic Dishonesty is listed in the Student Code of Conduct (Sec. B of the Appendices) under Sec. 203 <http://catalog.utsa.edu/informationbulletin/appendices/studentcodeofconduct/>

**Students with Disabilities:** The University of Texas at San Antonio in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from Student Disability Services. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.utsa.edu/disability](http://www.utsa.edu/disability) or by calling Student Disability Services at (210) 458-4157 (Main) or (210) 458-2945 (Downtown).

**Transitory/Minor Medical Issues:** In situations where a student experiences a transitory/minor medical condition (e.g. broken limb, acute illness, minor surgery) that impacts their ability to attend classes, access classes or perform tasks within the classroom over a limited period of time, the student should refer to the class attendance policy in their syllabus.

**Supplemental Instruction:** Supplemental Instruction offers student-led study groups using collaborative learning for historically difficult classes. Supported courses and schedules can be found on the [TRC website](#). You can call the SI office if you have questions or for more information at (210) 458-7251.

**Tutoring Services:** Tomás Rivera Center (TRC) may assist in building study skills and tutoring in course content. The TRC has several locations at the Main Campus and is also located at the

Downtown Campus. For more information, visit the [Tutoring Services web page](#) or call (210) 458-4694 on the Main Campus and (210) 458-2838 on the Downtown Campus.

**Learning Assistance:** The Tomas Rivera Center (TRC) Learning Assistance Program offers one-on-one study skills assistance through Academic Coaching. Students meet by appointment with a professional to develop more effective study strategies and techniques that can be used across courses. Group workshops are also offered each semester to help students defeat common academic challenges. Find out more information on the TRC Learning Assistance [website](#) or call (210) 458-4694.

### The Roadrunner Creed

The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

As a Roadrunner, I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.



*Guided by these principles now and forever, I am a Roadrunner!*

<i>Honors College Ideals and Outcomes</i>		<b>Definitions</b>
<b>Milestone Accomplishment</b>		The artifact or experience that defines the student learning in the course.
<b>Guiding Ideals</b>	<b>Wonder</b>	The embracing of new questions
	<b>Engagement</b>	The embodied pursuit of knowledge
	<b>Discovery</b>	The invention that results from engagement
	<b>Guidance</b>	The guidance provided to facilitate engaged learning.
<b>Learning Outcomes (Pick 3-4 to Emphasize)</b>	<b>Creative Courage</b>	The ability to use knowledge, skills and materials at hand to produce a self/team designed product, solution, or presentation to an outside agency.
	<b>Adaptability &amp; Resilience</b>	The ability to learn from failure, accept constructive criticism, and/or handle setbacks & estranging situations..
	<b>Project Management</b>	The ability to take a major, long-term project from idea to completion.
	<b>Agency through Accomplishment</b>	Gaining self confidence by delivering outcomes of high-quality. Quality is demonstrated by the level of the peer review and notability of the accomplishment.
	<b>Communicating Effectively</b>	The ability to communicate to a diverse group of audiences. Effective communication should be demonstrated in multiple ways. These include speaking, writing, and thinking; however, truly effective communication also entails demonstrating the impactful use of speaking, writing, and thinking using a diverse array of technologies and multi-media platforms.
	<b>Intellectual Dexterity</b>	The ability to creatively synthesize information, make significant "leaps" across domains of knowledge, and/or apply skills in unique ways.
	<b>Team/Independent Learning &amp; Decision Making</b>	The ability to work in a team setting toward producing a "co-authored" accomplishment. The ability to effectively self direct toward questions, materials, and solutions. The ability to effectively work with a group or individual to solve a multi-layered problem that has multiple possible approaches and solutions
	<b>Intercultural Competency</b>	The ability to appreciate and flourish in a cross-cultural experience
	<b>Ethical Reasoning</b>	The ability to solve problems and reason to conclusions in ways that consider justice and the moral consequences of both the method and outcome.
	<b>Self-Reflection &amp; Awareness</b>	The ability to clearly demonstrate awareness of the multitude of effects that learning has had upon you and the ways in which your engagement and discoveries have impacted others.

