HONORS 492: PHILANTHROPY IN ACTION: PASSION TO SERVE
SYLLABUS

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All Electronic Devices (cell phones, laptops, etc.) must be turned off & stowed in backpacks

Section: 003
Class Location: AVC 141
Office Location: AVB 101
Office Hours: Mondays & Wednesdays 2:15 – 2:45 pm and by appointment

COURSE DESCRIPTION
We often wrestle with how to put our good intentions more fully into action in ways that will benefit our community as well as enhance our individual lives. Volunteering in America is at an all-time record high however, there can often be challenges between making the world a better place and actually achieving it. This course empowers students to maximize their potential to serve others through the lens of assisting in alleviating material poverty by investigating theoretical constructs, viewing film documentaries, incorporating fiction reading and practical hands-on experience. The call for aid in our world is great–our passion to serve must be greater.

COURSE LEARNING OBJECTIVES

OBJECTIVES: Individual
- To better understand our past and potential personal experiences in serving others.
- To develop a “philanthropic autobiography” addressing interests, values and relationships with others.
- To identify the problem of emotional exhaustion, depersonalization, and reduced personal accomplishment - i.e. burnout - with solutions to handle and overcome it.

OBJECTIVES: Social
- To accept responsibility that the world can be made better by efforts that bring people together through “voluntary action driven by a vision of the public good”.
- To discover the complexity of responses when responding to the “human problematic” when meeting human need.
- To explore the development of the social history of philanthropy in America through the “moral imagination” as a mosaic of global cultures.

OBJECTIVES: Interdisciplinary
- To recognize the importance of philanthropy within the context of a democratic society - government, business and philanthropy – making a “three-legged stool” approach
- To recognize the historical contributions of philanthropy both in formal and informal settings as an “ancient, universal and diverse tradition”.
- To understand the value of organized, structured approaches as well as individual, spontaneous acts in terms of their uniqueness and how they work together to serve the public good.
Canvas Platform

It is important for your success in the seminar to regularly access the Canvas Platform by logging in at http://info.canvas.colostate.edu/login.aspx

REQUIRED READING MATERIAL
Please bring books & Canvas articles to class for the week assigned.

Books


References


Canvas – Pages – View All Pages – Reading Chapters & Articles


COURSE SCHEDULE: TOPICS, READINGS, AND OTHER MATERIALS
ALL READING ASSIGNMENTS ARE REQUIRED TO BE COMPLETED BY THE DATES LISTED. Please Note: The following readings & topics are subject to updates without prior notice.

The Reading Assignments are for a total of 10 weeks in order to give additional time for volunteer service projects and assignments.


WEEK TWO (Mon., Jan. 28): Philanthropy in Our Organizations + Service Organization Panel
Understanding Philanthropy: Preface & Acknowledgements

WEEK THREE (Mon., Feb. 4): Philanthropy in Our World + Tour of the Food Bank
Understanding Philanthropy: Chapter One
WEEK FOUR (Mon., Feb. 11): Passion for the Public Good + Homeward Alliance Service
Understanding Philanthropy: Chapter Two

WEEK FIVE (Mon., Feb. 18): The Ancient, Universal and Diverse Traditions + Warts & All
Understanding Philanthropy: Chapter Three
Conversations in Philanthropy Group 1

WEEK SIX (Mon., Feb. 25) The World Can Be Made Better
Understanding Philanthropy: Chapter Four
Conversations in Philanthropy Group 2

WEEK SEVEN (Wed., March 4)): Historical Roots of Service + Serve 6.8 Resource Service
Wed. March 1 - Understanding Philanthropy: Chapter Five
Conversations in Philanthropy Group 3

WEEK EIGHT (March 11): Who Are We Really + Service in Action Discussion
DeVol, Philip E. Using the Hidden Rules of Class to Create Sustainable Communities

WEEK NINE (March 18 - 22) SPRING VACATION

Understanding Philanthropy: Chapter 6
Begin to read The Street Lawyer

WEEK ELEVEN (April 1): Burnout: The Cost of Caring
Burnout: The Cost of Caring – 3 chapters on Canvas
Conversations in Philanthropy Group 4

WEEK TWELVE (Mon., April 8): Tour of the Murphy Center + Journey into Service: The Street Lawyer
Finish up The Street Lawyer

WEEK THIRTEEN (Mon., April 15): Philanthropy in Action Work Day + Lunch at FOCO Cafe
Reading vacation for this week 😊

WEEK FOURTEEN (Mon., April 22): Summary: Organizations & Individual Acts + Philanthropy in Action Persuasive Speeches
Reading vacation for this week 😊

WEEK FIFTEEN (Mon., April 29): Philanthropy in Action Persuasive Speeches
Reading vacation for this week 😊

WEEK SIXTEEN (Mon., May 6): Philanthropy in Action Persuasive Speeches + Class Summary
Reading vacation for this week 😊
ASSIGNMENTS

Leadership Participation: In order to demonstrate leadership, students are required to participate with all aspects of the class, be on time and attend the entire class session. Students are expected to engage in appropriate initiative, to interact in class discussions, bring in suitable questions for class, make pertinent comments, ask relevant questions, be respectful of other class members, etc.

➢ Leadership Participation Grade Rubric: Students will have the opportunity to have input into their participation grade through a self-evaluation at the beginning of the semester, documentation during the semester and evaluation of improvement goals at the conclusion of the semester. Grading will be based on the level of class participation and improvement during the semester.
   - Submission: Print Copy – handout to students at beginning of semester then students bring to class on due date listed in Evaluation System Section
   - Canvas: Assignments – Leadership Participation for Grade Rubric

Absence Policy
Any exemption from participating fully in class including attending the entire class session MUST BE APPROVED PRIOR TO CLASS TIME with an official CSU Excused Absence Letter, Medical Letter, Interview Confirmation or Accommodation from Resources for Disabled Students. This absence policy is part of the Leadership Participation Grade.

Readings: Complete all reading assignments and be prepared to engage in the class.
   - Due Dates: Please see Weekly Readings & Topics document on Canvas

Philanthropy Autobiography: is a starting point for recognizing the individual dimension of philanthropy by specifically addressing personal experiences in volunteering for both groups and individuals
   - Submission: Printed Paper copy at beginning of class time
   - Canvas Tab: Assignments – Philanthropy Autobiography

Conversations in Philanthropy: This assignment provides the opportunity for class members to engage in leadership by preparing and presenting a group discussion for class members based on the assigned readings for the week. By preparing a class discussion, the group leaders will gain new insights into class material and learn how to foster a supportive environment for discussion.
   - Submission: In-class presentation
   - Canvas Tab: Assignments – Conversations in Philanthropy

Service in Action Paper & Project: to reflect on your experiences with all aspects of class service projects (tours, presentations and volunteering) integrating the highlights of course material through Week 7 including the assigned readings, panels, and class discussions. A well-conceived reflection paper not only effectively describes the highlights of the experiences but also evaluates the lessons, ideas and values learned through the experience.
   - Submission for Paper: MS Word through Canvas
   - Submission for Project + Volunteer Service Verification Form: At beginning of class time
   - Canvas Tab: Assignments – Service in Action

Street Lawyer Journal: The purpose of The Street Lawyer Journal to share your thoughts, ideas and experiences related to the book in a creative format. It is expected to have effective and insightful incorporation of the concepts in Chapters 1 – 5 from Understanding Philanthropy: Its Meaning and Mission.
   - Submission: Creative Format at beginning of class time
   - Canvas Tab: Assignments - Street Lawyer Journal
**Canvas Discussions**: Two written online discussion responses to a question based on *Understanding Philanthropy: Its Meaning & Mission* - Chapter 6 and the *Hidden Rules of Class*

- **Submission**: Canvas Online Discussion Forum
- **Canvas Tab**: Course Assignments – *Canvas Discussion*

**In-Class Service Projects**: Volunteer service tours & projects during class time with community organizations that focus on hunger relief and providing shelter. One Reflective Essay for each service project.

- **Submission**: In-class participation – during class time
- **Submission**: 5 Reflective Essays – at beginning of class time
- **Canvas Tab**: Assignments – *In-Class Service Projects*

**Philanthropy in Action Speech**: A persuasive speech addressing issues of policy, fact or value relating to alleviating material poverty.

**Philanthropy in Action Outline Proposal**

- **Submission**: MS Word through Canvas
- **Canvas Tab**: Assignments – *Philanthropy in Action Speech*

**Philanthropy in Action Speech**

- **Submission**: In-class presentation with schedule sign-up
- **Canvas Tab**: Assignments – *Philanthropy in Action Speech*

**Passion to Serve Paper**: is a comparison between the organized, structured approach to philanthropy and the individual, spontaneous acts of philanthropy through the lens of assisting the underserved. The paper OR project is an opportunity to engage in articulating new meanings of philanthropy and sharing the impact of serving others as discovered during the semester.

- **Submission**: Paper - MS Word through Canvas
- **Canvas Tab**: Assignments – *Passion to Serve Paper*

**Honors Program PICC Assessment**

While this assessment is not used as a basis for course grading, it does consider 4 specific individual assessment categories – Professionalism, Interdisciplinary, Critical Thinking and Creativity - for students to achieve as a part of the Honors Program seminars. Students will fill in a self-assessment including complete comments for ALL categories at the beginning of the semester with instructor feedback given at the completion of the semester.

- **Format**: University Honors Program online [http://www.honors.colostate.edu/picc](http://www.honors.colostate.edu/picc)
- **Submission**: Online
- **Canvas**: Assignments – PICC Assessment

**Late Assignments Policy** All assignments are due in class or through Canvas on the due date & time. Late assignments are not accepted *unless* there are genuine extenuating circumstances or other Situations where arrangements have been made in advance. Assignments must be completed by due date & time to receive full grade point consideration.
EVALUATION SYSTEM

Assignments must be completed by due date & time to receive full grade point consideration. Students do not need to print Grade Rubrics. Pop quizzes may be given.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>GRADING %</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Leadership Participation</td>
<td>10%</td>
<td>Every Class</td>
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<td>Leadership Self-Evaluation filled in</td>
<td>2%</td>
<td>May 6 at start of class</td>
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<td>PICC Self-Evaluation + comments</td>
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<td>Feb. 11 at 3:00 pm</td>
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<td>Feb. 4 – start of class</td>
</tr>
<tr>
<td>Conversations in Philanthropy</td>
<td>10%</td>
<td>Feb. 18 &amp; 25; March 4; April 1 – in class</td>
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<tr>
<td>Service in Action</td>
<td>20%</td>
<td></td>
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<tr>
<td>Paper</td>
<td>10%</td>
<td>March 13 at 3:00 pm</td>
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<tr>
<td>Project</td>
<td>10%</td>
<td>March 13 at start of class</td>
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<tr>
<td>Canvas Discussion: <em>Hidden Rules of Class</em></td>
<td>2.5%</td>
<td>March 11 at 5:00 pm</td>
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<td>Canvas Discussion: <em>Chapter 6</em></td>
<td>2.5%</td>
<td>March 26 at 5:00 pm</td>
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<tr>
<td><em>Street Lawyer Journal</em></td>
<td>10%</td>
<td>April 8 at start of class</td>
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<td>In-Class Service Projects</td>
<td>10%</td>
<td>See Grade Rubric</td>
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<tr>
<td>5 Reflective Essays</td>
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<td>See Grade Rubric</td>
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<tr>
<td>Philanthropy in Action Speech</td>
<td>20%</td>
<td></td>
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<tr>
<td>Outline Proposal</td>
<td>10%</td>
<td>April 18 at 3:00 pm</td>
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<tr>
<td>Presentation</td>
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<td>April 24, 29; May 1 &amp; 6</td>
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<td>Passion to Serve Paper OR Project</td>
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GRADING SCALE
98 - 100 points = A+
93 – 97 points = A
90 – 92 points = A-
87 – 89 points = B+
83 – 86 points = B
80 – 82 points = B-
77 – 79 points = C+
70 – 76 points = C
60 – 69 points = D
59 points & below = F

Incomplete
The grade of “I” is a temporary grade awarded to indicate that for reasons beyond the student’s control or that the student could not have reasonably have anticipated, the student could not complete the requirements for the course. When an instructor assigns an “I,” the student shall specify in writing the requirements in order to fulfill completing the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an “incomplete” grade will automatically change to an “F” grade unless the course has been completed and the grade change submitted. The student must be in good academic standing in the class in order to receive an incomplete. (CSU Faculty Council policy)
Resources
The CSU Writing Center is an excellent resource to support the development of your writing skills throughout your college career. While students are not required to access services, you are strongly encouraged to seek consultation on your writing projects required for this course. In addition to contact information, there are useful resources available on their website: [http://writing.colostate.edu/](http://writing.colostate.edu/).

The Morgan Library reference librarians can direct you to books and articles for the research paper and the oral presentation. I recommend contacting Rob Sica, Social Sciences and Humanities Liaison, Morgan Library 154, rob.sica@colostate.edu, 970.491.1047.

Accommodations for disabilities
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities.

Academic and Professional Honesty Policy
This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog (Page 7) and the Student Conduct Code. Honors students enrolled in this course are held to high standards of integrity. Academic integrity is expected within all assignments for this course. Students will be required to make an honor pledge to complete this course. The honors pledge will be completed as a class. For more information about academic integrity, please visit: [http://learning.colostate.edu/integrity/](http://learning.colostate.edu/integrity/).

It is expected that students will use their own knowledge and skill for assignments unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments, an F grade, or reporting to the CSU Student Conduct office. It is expected that students will demonstrate concern for others, respect the confidentiality of information about, the property of and the decisions made by others.

Reporting student disclosures of interpersonal violence
CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees” (https://oeo.colostate.edu/title-ix-sexual-assault-sexual-violence-sexual-harassment/). This designation is consistent with federal law and guidance and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding
sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

- Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:
  - Emergency Response 911
  - Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
  - Colorado State University Police Department (non-emergency) (970) 491-6425

**Using the Online PICC Entry Tool:**
Click this [link](http://honors.colostate.edu/picc), or go to [honors.colostate.edu/picc](http://honors.colostate.edu/picc) in your web browser. Log in with your eName and password. If you have any questions or technical problems, email Honors Tech Support at [honorstechsupport@colostate.edu](mailto:honorstechsupport@colostate.edu).

**PICC CATEGORIES**
The CSU University Honors Program has prioritized four general competencies skills that should be addressed in each honors course (including HONR 192, 193, 292/293, 392, and 492). These skills include (1) Professionalism, interpersonal skills, and emotional intelligence; (2) Interdisciplinary learning integrated with global and/or cultural viewpoints; (3) Critical thinking; and (4) Creativity and problem solving. This is a two-stage process. First students complete a self-evaluation of these skills by the 4th week of the semester. At the end of the semester, instructors will provide feedback on individual student progress towards these competencies. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to measure progress are listed below and noted in the assignment descriptions.

(Please see next page for PICC Categories with Assignments & Activities)
HONORS 392 The Passion Within – Adventures in Creativity

<table>
<thead>
<tr>
<th>PICC Categories</th>
<th>Associated Course Assignments</th>
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| **Professionalism, interpersonal skills, & emotional intelligence:** Acts ethically & positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others. | • Leadership Participation  
• Creative Discussion Leaders  
• Passion Within Speech |
| **Interdisciplinary learning integrated with global &/or cultural viewpoints:** Integrates diverse knowledge, perspectives, &/or skills into arguments &/or strategies; is aware of and can clearly incorporate global &/or cultural perspectives to an argument or issue. | • Leadership Participation  
• Comparison Critique Paper  
• Scripting Within Paper  
• Creative Passions Paper |
| **Creativity & problem solving:** Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy | • Leadership Participation  
• Scripting Within Presentation  
• Adventures Ahead Presentation  
• Adventures in Creativity Lab Classes |
| **Critical thinking:** Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments. | • Leadership Participation  
• Comparison Critique Project  
• Passion Within Speech Outline |

Categories Associated with Course Assignments