Occupational Life Skills Program

OLS 136 Citizenship

Integrating Sustainability Fall 2013

Cyndie-Lea Wang

1. Connecting sustainability to our discipline - People with disabilities have often felt disempowered and been treated as a burden. My students with disabilities will examine what their interpretation of a sustainable world view is and what they can do to bring about the changes necessary to fulfill that vision. This may involve educating themselves, educating others, becoming active citizens through politics, environmental projects, and community service.
2. Teaching portfolio
   1. Sustainability outcomes linked to course outcomes

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| Sustainability Outcomes | OLS 136 Outcomes |
| 1. Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability.  2. Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world.  3. Demonstrate connections between a student’s chosen course of study and sustainability.  4. Demonstrate technical skills and expertise necessary to implement sustainable solutions in solving problems related to the course.  5. Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental and economic crises.  6. Apply practical solutions to real-world sustainability challenges | a. Describe how foundational U.S. documents guide our government and citizenship    b. Discuss current cultural and environmental issues that affect the point of view of a citizen    c. Explain the general process of how laws are made and enforced    d. Discuss how the voting process contributes to the greater community    e. Explain the evolution of the Rights of U.S. Citizens (e.g. religion, race and color of skin, gender, and disabilities)    f. Create and present a team project that connects freedom for all and freedom in one’s personal life    g. Plan and complete a short field experience giving back to the community as an act of citizenship    h. Present opinion on a relevant community issue within the student’s immediate community |
| Matching Outcomes    b. can be integrated with 1 and 5    d. can be integrated with 2, 4, 5, and 6    e. can be integrated with 1, 2, and 3    f. can be integrated with 6    g. can be integrated with 4    h. can be integrated with 2 and 5 | |

* 1. Teaching Strategies – The strategy I use most often is to work through a problem with the whole class and then assign similar problems to small groups and facilitate their working through these issues and then teaching the rest of the class about their solutions. I am stealing the activity one of my sustainability classmates showed where students put ideas on sticky notes and then other students organize them.
  2. Activities
     1. Digging into Sustainability – Sustainability Outcomes 1,3; OLS b

Show students the Venn Diagram of The 3 P’s. Starting creating common understanding by defining the words in this context. First People, Profit, and Planet. Then Bearable, Viable, and Equitable. Finally as a class define Sustainability. Students will be graded on participation, critical thinking, and social skills.

* + 1. Community Contributions – Sustain 2, 3, 4; OLS b, f

Split the class into small group and have each group brainstorm unique contributions the disability community can make to resolving challenges to sustainability. Put sticky notes on the table for each idea. Have groups rotate to the next table and organize sticky notes into the 3 P’s. Move groups again and have students pull out ideas they can and will actually adopt in their lives. Students will be graded on participation, critical thinking, and social skills.

* + 1. Action Plans – Sustain 2, 3, 4, 5, 6; OLS b, f, g

Based on the Community Contributions activity have class craft an action plan of how our class can contribute towards increasing sustainability in our community. Steer towards a service project and have a few in my back pocket just in case. Then students will begin working on individual action plans of what they are willing and able to do towards building a sustainable future. Students will be graded on participation, critical thinking, leadership and social skills.

* + 1. Feed the Soul – Sustain 2, 6; OLS f, g

Talk about how we lose motivation over time and ways to keep our energy up. Have students write a letter to their future selves about why they feel passionately now about their action plan and what they can do if their future self has lost motivation (contact old classmates from the class, get involved in a community organization with a similar purpose, and so on). I will send the letter and a copy of their action plan to them one year from now. Students will be graded on participation, critical thinking, and social skills.

1. Syllabus

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| **OLS136 Citizenship**  **Bellevue College**  **Fall Quarter 2013**  **September 23, 2013 – December 11, 2013** |

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| **Instructor:** | **Cyndie-Lea Wang** |
| **Instructor email:** | **cyndie-lea.wang@bellevuecollege.edu** |
| **Class times:** | **Tuesdays & Fridays, 10:15am-11:45am** |

**Course Description:**

The purpose of this course is for students to learn how to engage in their community as a citizen. They will explore concepts of global citizens striving for a sustainable future. Students will learn how democracy in the United States began as a grounding for citizen engagement. Next students learn how laws are made and enforced. Third students learn the rights and responsibilities of an engaged citizen. Finally students will participate in a community activity where they experience self-advocacy around a disability issue they are passionate about. Students will create and participate in a service learning project of their own design to further experience active citizenship.

**Texts-**

* *United States Citizenship* by Kristina M. Swann; PCI Educational Publishing 2005
* *United States Law* by Kristina M. Swann; PCI Educational Publishing 2005

**Student Responsibilities:**

**On time to class** with homework out ready to hand in and ready to participate. Repeatedly being late will affect passing grade.

**Use an organizer** to keep track of schedule and coursework. Most items will be on the course website on MyBCC.

If **absent or late** call 425-564-5206 or e-mail the instructor before class starts.

Turn in complete and quality homework on due date. Homework is your opportunity to express what you have learned. **Late homework** may or may not be accepted by your instructor.

There will be one **opportunity to make up homework missed due to an absence**. Missed assignments will affect your grade. If you are absent your homework is due on the due date. It is the student’s responsibility to find out what was missed and complete the homework on the date it is due.

**Plagiarism will not be tolerated** with possible suspension of OLS participation as stated by the Bellevue College Student Code of Conduct. Work is the student’s ideas and own words. Asking for assistance is allowed but someone other than the student doing work or copying someone else’s work is prohibited.

**Attendance is required at the class community activity**. Participation and assignments will be graded. No makeup assignments will be given.

**3 missed classes** and a student will be in danger of not passing. Vacations, doctor appointments and all other activities should be scheduled outside of class time.

**Negative contributions** will be dealt with swiftly; you may be redirected, asked to leave the class, or asked to talk with the program manager. Difficult behaviors will initiate an action plan created by the student and instructor. If there is no change the instructor or student can as for assistance from the program manager. Dismissal from the program may occur with repeat occurrences per Bellevue College Student Code of Conduct.

***Performance Indicators-*** Problem Solving, Critical Thinking, and Social Thinking. To receive credit for this course, you must pass 10/15 performance indicators. (70%)

***Learning outcomes-*** Learning Outcomes are listed at the end of the syllabus. To receive credit for this course, you must pass 70% of the learning outcomes.

Tentative Course Schedule

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| Week 1 | Session 1(9/24/2013) | Overview  Define Citizenship  Apply Perspective Taking to Citizenship |
| Session 2 (9/27/2013) | Citizenship & Immigration  Citizenship in Action |
| Week 2 | Session 3(10/01/2013) | Community Involvement  Socio-economic, Political, Environmental Issues |
| Session 4 (10/04/2013) | How a Bill Becomes a Law  U.S. Constitution & Bill of Rights |
| Week 3 | Session 5 (10/08/2013) | Making Laws  House of Representatives & Senate |
| Session 6 (10/11/2013) | Enforcing laws  Three Branches of Government  How the Supreme Court Enforces Laws |
| Week 4 | Session 7 (10/15/2013) | History of Voting  Social and Political Views of Early America |
| Session 8 (10/18/2013 | Assessment  Politics of Health Care |
| Week 5 | Session 9 (10/22/2013) | Political Party System  Relevant Issues for Americans |
| Session 10 (10/25/2013) | Comparing Candidates  Researching Platforms |
| Week 6 | Session 11 (10/29/2013) | Political Party Relay  Characteristics and Behavior of Voters |
| Session 12 (11/01/2013) | **Performance Reviews** |
| Week 7 | Session 13 (11/05/2013) | Political Interest Advocates for Disability Community  Discussion of Legislative Forum |
| Session 14 (11/08/2013) | Review Political Parties & Voting  Introduction to Civil Rights and ADA |
| Week 8 | Session 15 (11/12/2013) | Who Represents You?  Prepare for Legislative Forum |
| Session 16 (11/15/2013) | Describe ADA  Identify Improvements in ADA |
| Week 9 | Session 17 (11/19/2013) | Develop Opinion Statement Advocating  for People with Disabilities |
| Session 18 (11/22/2013) | Oppression in US History  Identify Historically Disadvantaged Groups |
| Week 10 | Session 19 (11/26/2013) | History of Civil Rights in the US  Current Civil Rights Issues |
| Session 20  (11/25/2013) | **Community Activity-Evening Event**  **(See below)** |
| (11/29/2013) | **No Class** |
| Week 11 | (12/03/2013) | **No Class due to**  **Community Activity** |
| (12/06/2013) | Review of Civil Rights & ADA  Avoid Apathy – How to Stay Engaged  How to Create Your Own Study Guide |
| Week 12 | Session 21 (12/10/2013) | **Finals** |
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**Community Activity:**

The Community Activity will be the 24th annual King County Legislative Forum presented by The Arc of King County, the King County Family Coalition and King County Board for Developmental Disabilities. It will be held on Monday, November 25, 2013 at the DoubleTree Suites in Southcenter. Sign-starts at 6:30pm and the program will be held from 7:00pm - 8:30pm. We will meet the King County members of the Washington State Legislature. More details to follow.

**Service Learning Project:**

The class will decide what activity we will do as a service learning project and we will complete the activity together outside of class time. The activity will be an act of citizenship and contribute to a sustainable future.

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**Performance Indicators**

**Problem Solving**

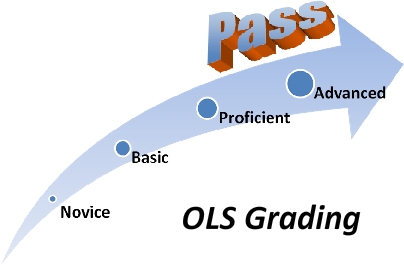
* + - * **Punctual and being present**
      * **Independent work**
      * **Flexibility**
      * **Prioritizing and time management**
      * **Accountability and reliability**

**Critical Thinking**

* **Professionalism**
* **Open mindedness**
* **Self improvement**
* **Advocacy**
* **Self-directed learner**

**Social Thinking**

* **Physical presence**
* **Communication**
* **Roles**
* **Participation**
* **Collaboration**



**Please refer to OLS grading rubric for descriptions and further detail.**

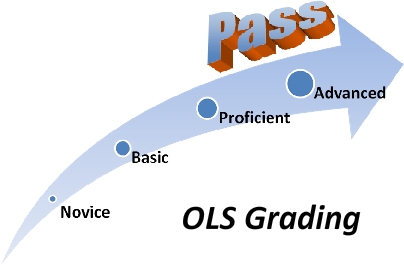
**You must pass 10/15 performance indicators to receive credit for the course.**

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**Citizenship Section A**

**Learning Outcomes**

* Describe how foundational U.S. documents guide our government and citizenship
* Discuss current cultural and environmental issues that affect the point of view of a citizen
* Explain the general process of how laws are made and enforced
* Discuss how the voting process contributes to the greater community
* Explain the evolution of the Rights of U.S. Citizens (e.g. religion, race and color of skin, gender, and disabilities)
* Create and present a team project that connects freedom for all and freedom in one’s personal life
* Plan and complete a short field experience giving back to the community as an act of citizenship
* Present opinion on a relevant community issue within the student’s immediate community



**You must pass 70% of the outcomes to receive credit for the course.**