

EKIN 4300: Advanced Sport Based Youth Development

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Office Hours: By Appointment
Class Meets: Tuesdays and Thursdays 11:00am-12:15pm, Gentry Room 101

Course Design:

This course will build off of students' participation in EKIN 3547: Sport Based Youth Development. All class members will continue their involvement in direct-action service and organizing activities in Hartford's North End. Having met the prerequisite course requirement, students will continue their involvement in off-campus travel to Hartford to engage with community partners and neighborhood residents to provide sport based youth development programming to youth ages 5-18. Prolonged engagement in service learning curriculum will allow for students to expand upon knowledge of self, others, and the larger society, while also enabling further identification and implementation of personal and social capital geared towards assisting community residents and leaders. Students will be encouraged to use creativity, initiative, and leadership skills as their involvement persists.

Course Objectives:

As a result of completing EKIN 4300, Advance Sport Based Youth Development, students will be able to:

1. Further explain fundamental service learning practice
 - a. Define common service learning terms
 - b. Recognize the scope of service learning
 - c. Recognize the scope of service learning in the historical context of EKIN 3547/4300
 - d. Recognize their role as a student in the service learning process
 - i. Differentiate between "Service Providers" and "Community Partners"
2. Advanced analysis of social forces and factors at play in given communities as they relate to service learning participants and initiatives
 - a. Identify socioeconomic and sociopolitical forces in a given community
 - b. Display an awareness of forces in context of:
 - i. Race
 - ii. Privilege
 - iii. Poverty
 - iv. Ability and Disability
 - v. Sexuality
 - vi. Class
 - vii. Education
 - viii. Age
3. Apply fundamental service learning practice to a given community situation
 - a. Interact effectively with community partners/participants
 - i. Observing
 - ii. Listening
 - b. Identify community needs
 - c. Formulate community based project plan
 - i. Creatively

1. Unique
 2. Multiple solutions
 3. Exceeding minimal expectations
 4. Utilizing resources external to class/course
- ii. By taking initiative
 - d. Develop and Implement community/campus based support project
 - e. Assess and evaluate community/campus based support project
4. Reflect on the role of the student:
 - a. In service learning settings
 - b. As an individual
 - c. The place of service within their system of values
 - d. As a member of a group/class
 - e. As a representative of UConn and Husky Sport
 - f. As a lifelong learner
 - g. As a global citizen and member of the global community

****It is important to note that many of the course objectives are not isolated, but ongoing. Some of the processes outlined in the objectives may arise and be discussed at different times and/or not even until after the class is over.****

Texts:

Readings will be provided by instructor via e-mail.

Course Requirements

I. Each student will write **4 reflection papers, 4-5 pages per**. First, ongoing reactions to required readings, audio visual, class discussions, and community service, and more importantly student thoughts about what is being learned in **EKIN 4300**, will be included in reflection papers. These papers are private exchanges between the instructor and student and are treated that way. **These papers should be emailed as an attachment, e-mailed to the instructor, by midnight of the due date. Please see attached rubric for further direction. Reflections will account for 40% of the final grade.**

Reflection Guidelines:

Clearly identify and then discuss specific themes that;

- 1.) Resonated with you personally, socially and/or professionally.**
- 2.) Are related to your Husky Sport community-based engagement in Hartford.**
- 3.) Are related to the various readings, videos, and other assigned class prompts.**
- 4.) Stuck out to you during our in-class discussions.**
- 5.) Apply to additional, more specific, prompts provide by instructor for each journal reflection.**

II. Each student will complete a **Case Study** analysis and presentation on ONE established community outreach/SBYD program of their choice. Student will also be expected to complete a peer review grading rubric for each of their classmates Case Study presentations. **Please see assignment description for further direction, once the Case Study is assigned. The Case Study analysis, presentation, and peer review grading rubrics will account for 10% of the final grade.**

III. Each student will complete a **Student Presentation** on ONE established topic related to community outreach/SBYD programming of their choice. Topics will be suggested by students as part of our own 'Community of Learners' culture within our classroom, with a more specific outline and grading rubric made available during the semester. Students will also be expected to complete a peer review grading rubric for each of their classmates Student Presentations. **Please see assignment description for further direction, once the Student Presentation topics are discussed and then selected. The Student Presentation project and peer review grading rubrics will account for 10% of the final grade.**

IV. The **class participation grade** will be based on class discussions and student presentations (as part of our 'Community of Learners') scheduled to occur throughout the course. Specific student presentation guidelines will be shared once the semester begins. **Class participation will account for 10% of the final grade, based on participation during in-class discussions and student presentations.**

Missing class automatically results in a 0/100 for class participation that day

V. Participation in **community service** is expected. Students will spend a minimum of 40 hours working outside the classroom during the semester. **Community service will account for 20% of the final grade. Please note that you can earn additional hours by recruiting others to come with you as guests. For every four hours of their time, you earn an additional hour of community service time. To receive credit for hours, you must submit a completed service form with a signature of the site supervisor.**

VI. Throughout the entire semester, students will collaborate with one another on **ONE Class Project** aimed at providing support for the Husky Sport 'Community Celebration' event scheduled for Friday, April 19th to be held on the Storrs campus at the University of Connecticut. **As part of the class collaborative effort, students will work alongside lead staff members of Husky Sport to identify their roles and responsibilities related to this project, empowering each student as a stakeholder in the strategic planning, preparation, promotion, implementation, and evaluation of a ONE time event.**

The class will be responsible for a presentation in class during the last week of the semester. This presentation should include an overview of the strategic planning, logistics, and implementation of event, pictures and/or video of the event, results of the evaluations from the participants with quotes from selected participants, and suggestions for the future classes on how to prepare for a similar event. The presentation should be 30-40 minutes in length with participation from all students.

All pictures/video should be provided to the Husky Sport Event/Media Coordinator for use on the Husky Sport website.

The class project accounts for 10% of the final grade-equally divided between a.) the planning and execution of the events, and b.) presentations/website materials.

ASSIGNMENTS WILL BE PENALIZED ½ LETTER GRADE FOR EVERY DAY LATE.

Overview of Assignments and Weight

Reflection Papers (4)	40%
Community Service	20%
Class Participation	10%
Student Presentation (1)	10%
Case Study (1)	10%
Class Project (1)	10%
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Total	100%

Grading Scale

A= 100-92	A-=91.9-90		
B+=89.9-88	B=87.9-82	B-=81.9-80	
C+=79.9-78	C=77.9-72	C-=71.9-70	
D+=69.9-68	D=67.9-62	D-=61.9-60	F=59.9 and below

Other Important Information:

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Please see the UCONN student code at

http://www.dosa.uconn.edu/student_code.cfm?sm=yes&from=im&fn=Judicial.Affairs#appenda

At the beginning of the semester, students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Center for Students with Disabilities. More information can be found at <http://www.ucc.uconn.edu/~stusr2/>

Date	Reading Assignment	In-Class Discussion	Assignments Due
1/22	N/A	Introductions and Course Overview	N/A
1/24	Morton, K. (1995) The Irony of Service: Charity...	Previous Experiences and Concepts of Service	Selections of Service Options
1/29	Jones & McEwen (2000) Multiple Dimensions of Identity	Individual and Social Complexities of Identity	N/A
1/31	N/A	SBYD Panel Discussion	Synopsis of Panel
2/5	Outline and Rubric of Student Presentations and Case Studies	Review Service & Identity Selection and Scheduling	Reflection # 1 Due 2/3: Service and Identity
2/7	N/A	Program Leader Panel Discussion	Synopsis of Panel
2/12	a.) Wise, T. (2003) Whites Swim... b.) Adelman, L. (2010) 10 Things...	Race & Privilege	N/A
2/14	Video – Race: The Power of Illusion	Race & Privilege	N/A
2/19 & 2/21	NO CLASS	N/A	Reflection #2 Due 2/17: Race in Society

2/26	N/A	Review Race & Privilege Case Study Presentations	Case Study Rubrics
2/28	Student-Presentation Prompts	Student-Presentations	Presentation Rubrics
3/5	N/A	Case Study Presentations	Case Study Rubrics
3/7	Student-Presentation Prompts	Student-Presentations	Presentation Rubrics
3/12	N/A	Case Study Presentations	Case Study Rubrics
3/14	Student-Presentation Prompts	Student-Presentations	Presentation Rubrics
3/19 & 3/21	NO CLASS – SPRING BREAK	N/A	N/A
3/26	History of Husky Sport Event	Class Project Discussion	N/A
3/28	Event Logistics Checklist	Event Planning, Role Assignment, and Timeline	Review of Checklist
4/2	a.) Keister. I'd Rather Be Rich b.) Executive Excess (2008)	Social Class & Privilege	N/A
4/4	a.) Johnson (2012). Housing Choice b.) Stockman (2012). Romney Tree c.) Buffet (2011), Stop Coddling	Social Class & Privilege	N/A
4/9	N/A	Review Social Class & Privilege. Event Meeting.	Reflection #3 Due 4/7: Social Class & Privilege
4/11	Event Preparation	Event Preparation	Event Preparation
4/16	Event Preparation	Event Preparation	Event Preparation
4/18	Event Preparation	Event Preparation & Meeting	Event Preparation
4/19	*Community Celebration Event	N/A	N/A
4/23	N/A	Final Class -- Class Project Presentation	Presentation to Instructor and Husky Sport staff
4/25	N/A	NO CLASS	Reflection #4 Due 4/28: Summary of Experience