Community Engagement Experience for First Year Students

Flagstaff-as-Text
Flagstaff-as-Text is a project that connects students to their Honors, NAU, and Flagstaff communities by engaging in readings, fieldwork experiences, and continuing discussions about who you are in the context of where you live. This project seeks to:

1. Engage the concept of learning as both process and product in which you are the primary agent;
2. Expand the concept of text and mapping;
3. Create an integrated and collaborative approach to learning;
4. Determine success based on complementary values of autonomy and community. Students will be broken into groups and assigned a specific and unique part of Flagstaff. Each group will have a disposable camera, field notepads, and pens. Students will engage in re-group, create a poster presentation, and “map” of their area.

Value: 100 points

Community Connections Part 1: Service Project Proposal
In groups, students will create a realistic proposal for the community service project to benefit a specific community within Flagstaff. Students may use ideas from the Flagstaff-as-Text experience to help choose an area to investigate potential project ideas. Each group needs to complete these requirements:

1. Consider the project location’s limitations and benefits;
2. Research the area;
3. Research the materials necessary for the project;
4. Investigate the financial issues facing the project;
5. Estimate how much time is needed to complete the project;
6. Consider the amount of people needed to complete the project;
7. Make a visual aid proposal for the presentation;
8. Assess the societal and community benefits.

Each group will present their proposal idea to the class. During the presentation, each group will have the opportunity to explain their project, defend their reasons for their proposal, and be prepared to answer questions at the end. Each person is responsible for compiling their own individual write-up including all of the requirements listed. The class will vote on the proposals. The proposal that receives the most votes will be carried out by the class. This means your proposal must be realistic.

Value: 100 points

Community Connections Part 2: Defining My Community Experience
This final project entails that you devote time to connect yourself to your own definition of community. According to your definition, find a way to connect to that community. You will be expected to express:

1. What is community to you?
2. Am I connecting myself to my community?
3. Is this helping me become more acquainted with my environment?
4. Is this something I am passionate about?
5. What potential impact can this connection have?

Your final presentation will illustrate the way you chose to connect to your community.

Value: 100 points

The College Narrative
A written account describing your:

1. Goals while in college and after;
2. Analysis of current academic and personal skills; and
3. Role of Honors in achieving these goals.
4. Specifications:
   a. 3-4 pages of text
   b. Must include reference to HON100 journal entries
   c. Due at the beginning of the last day of class (Meeting 16)

Value: 100 points
Community Issue ID (CC1)
Identify a community issue in Flagstaff you’d like to learn a bit more about. Describe this issue. Why is it an issue? Why did you choose this issue? What do you think you can contribute to this issue? Why? What community agency (agencies) can you think of that could affect or work with this issue? Two to three pages, double spaced, 12 point font with a cover page.

Assign on Wednesday, Jan 14
Due Wednesday, Jan 21.

Community Speaker presentation
This speaker will bring some community issues to light from their perspective. Speakers will discuss Flagstaff a bit generally, and then discuss some ways that students could affect some of the issues they’ve presented. What are some ways to solve/address some of these community issues?

Speaker (or two the second week)

Community Agency ID (CC2)
In groups of 2-3, visit a Flagstaff community agency you’ve heard discussed (or find your own) that offers a service to the community and get to know their operation. What do they do? What’s their mission? How do you think your group could contribute? Two to three pages, double spaced, 12 point font. Also, be prepared to present this agency and potential contributions to this agency in class. What you’re doing is enlightening the class on the various community agencies that exist in Flagstaff. I will pair up groups before hand based on the issues students identify as of importance in previous assignment. Each group will have their own discussion board in VISTA and be required to interact within it.

Assign on Monday, Jan 26
Due on Wednesday, February 5

Community Agency Service Project Proposal (CC3)
Your group must now select a community agency and propose a way that you will participate with that agency. Alternatively, you may create your own feasible community service project and put it into action, but you must articulate the community need and benefit as well as your group’s role.

Modest financial support is available to groups through the Honors Program as needed. Funding must be reasonable (under $50) and your budget as to how you will spend those funds for the project must be articulated on a separate sheet. Funds are available as reimbursement only.

What will you do? How often will you do it (must include 20 hours of contact per student)? Why is this of importance to the community? What is the timetable for your project or your interaction (when will you begin, end, how often will you participate)? Your group must include a contact name, address, phone number and email address (if applicable) for the individual (s) who will oversee/supervise your project. They must physically sign your proposal. Two to three pages, double spaced, 12 point font.
Proposals will be reviewed in class by peer review teams. Feedback will be given on scope, duration, community impact, and feasibility of project. Review teams may send proposal back to proposing team for more information. Finalized (amended or original) proposals will be forwarded to Instructor for final approval.

You’ve had an opportunity to hear others present their agencies. Give feedback to the presenters. What questions are unanswered after their presentation? What did they present well?

In addition to an extended project above, you must also conceive of a one-time project either with the same agency or with a similar agency. The one-time project should involve at least 3 hours of work and be related in scope to either your community issue or the mission of your community agency.

Assign on Wednesday, February 5  
Due on Monday, February 24

**Project Approval & Initiation (CC4)**  
Projects will receive instructor approval by class time on Wednesday, February 26 at which time, groups may begin their projects.

**Mid-Term Project Progress Reports (CC5)**  
Mid-term project/progress reports are just that. What have you accomplished so far? What is left to do? What sort of impact have you already had upon this community or agency? What money have you spent?

This report is to be 1-2 pages long, 12 pt font, double spaced.

Assign on Wednesday, March 12  
Due in VISTA on Wednesday, March 26

**Final Project (CC6)**  
How did your project change? How did it stay the same? What effect did you have on the agency/organization/entity you worked with? What effect did you have on the people within that agency/organization/entity? What effect did you have on this community?

Final paper must be 4-6 pages, double spaced, 12 pt. font.

Final project due Monday, April 20

**Process effects of projects**  
What was the value of the project you just completed? How do YOU feel about the project? How do you feel about its design, outcomes?  
In class reflection activity on Wednesday, April 22

Presentation of Final Project on Wednesday, April 29 in class