

Project DEgree Fall 2011 Learning Community Integrated Project

Portland Community College, SE Center

Arlene McCashew, Cathy O'Malley, and Rebecca Anderson

Overall Project Idea

Students will assess a need and subsequently form a club and submit the club charter to Clubs and Programs at PCC SE Center campus. Students will plan, facilitate and participate in an event to include club members, fellow students, and PCC/Project DEgree stakeholders that substantiates the purpose of the club.

Curriculum Outcomes

- 1) Integrate various processes that demonstrate responsibility, ownership, leadership, and stewardship (ROLS) in student's own learning.
- 2) Use interdisciplinary, integrative thinking to solve problems

Driving Question

What club can we initiate at PCC SEC that will enhance our own educational experiences and those of other students at PCC?

Integrated assignments that earn credit for the project:

- **RD 90** Create a collection of summaries and reflections that identify ROLS in various mediums: articles, film, poetry, stories, etc.
- **WR 90** Each student will create a Writer's Book that will chronicle their exploration of the ROLS in their life and the lives of others; review (revise & edit) materials for creation and facilitation of the Club your group is creating
- **Math** Students will create a budget for the Club
- **CG** Students will agree on an idea for a club, construct a club charter, plan an event, report on group and self management processes and host a public event on campus; students will demonstrate motivational strategies, respectful communication, goal setting, time/self management, organizational skills, interdependence and ability to access a variety of campus resources.

Concepts that are taught in the project:

RD 90

CCOG Identify author purpose and bias, and distinguish fact from opinion

- What do people from history have to say about responsibility, ownership, leadership, and stewardship in learning and in larger scope of life?

CCOG Identify the main idea and important details within a variety of text such as literature, text books, newspapers, and magazines

- What can we tell about **ROLS** from the lives of others?
 - How Mercy Corps Started (processes – start small, build with vision)
 - Malcolm X “Learning to Read”
 - Women?

WR 90

CCOGS Demonstrate critical thinking in written responses to text

CCOGS Communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity

- How am I processing the concepts of responsibility, ownership, leadership, and stewardship? (weekly journal prompts)
- How do other people’s views differ from each other? From mine?
- Where do I stand in relationship to other views?
- How do I synthesize various views?
- What halts/hinders acceptance of these principles? What can/should be done?

Math

Creatively and confidently apply mathematical problem solving strategies

- What are the numbers?
- How are they significant?
- How can the numbers be seen/compared so that they make sense?
- How does looking at percentages make statistics look different than looking at ‘raw’ numbers?

CG 100

CCOGS

Reporting on effective and respectful communication in an academic setting

- How can working together with others, and asking for help, help me to be more successful?

- How can processes (group, communication, time management, problem solving, and goal setting) facilitate my education?
- How can effectively working in groups contribute to my academic success?

Accessing a variety of campus resources

- What responsibility do I have for my own learning?
- How can I contribute to the educational experiences of others?
- What resources are available to help me reach my goals?

Employing effective time management strategies

- How can processes (group, communication, time management, problem solving, and goal setting) facilitate my education?

Identifying motivational strategies

- How does responsibility, leadership, ownership and stewardship relate to me being a successful student?
- How can processes (group, communication, time management, problem solving, and goal setting) facilitate my education?

Steps:

Sep 27	In small groups, brainstorm and assess prospective needs within our SE campus
Oct 4	As a large group (entire class), agree on an idea for a club. Keep in mind that you will also be putting together an event for this club during the term.
Oct 13	As a large group, complete rough and final drafts of a club charter. Submit the final draft to the Clubs and Programs Specialist.
Oct 16	Attend and represent the club at the SE club fair.
Oct 18	Attend the club training and event planning session.
Oct 20	As a large group, identify and come to a consensus on various tasks associated with promoting the club and planning an event.

<p>Oct 27</p>	<p>Divide into smaller tasks groups according to identified tasks. Meet with groups to discuss a group community agreement (group norms). Divide smaller tasks among task groups. Hand in community agreement and task assignment.</p>
<p>Nov 3 Nov 22</p>	<p>Hand in two progress reports to your CG instructor</p>
<p>Nov 8</p>	<p>Each task group will develop a plan/timetable for when these tasks are to be completed and who will complete them.</p>
<p>Dec 1</p>	<p>Hold and participate in the event</p>
<p>Dec 13</p>	<p>Turn in reflection/summary paper.</p>