



Syllabus: MGMT 4643 Social Innovation Practicum
U.S. Census: Engagement, Innovation and Advocacy
Spring Semester 2020

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Office Hours

Office hours are designed for you, giving you a more private environment in which we may talk about your work, your performance in class, etc. If you are unable to see me during my scheduled office hours, do not hesitate to make an appointment to see me at a different time.

Office Hours: Mondays: 2:00 pm to 3:30 pm; Wednesdays: 8:15 am to 9:15 am;
2:00 pm to 3:30 pm; Tuesdays: 8:15 am to 9:15 am; or by appointment

Recommended/Required Material

The course is designed and structured so that you do not need to purchase textbooks. See **IMPORTANT DOCUMENTS file on D2L** for a list of required reading and videos to watch for each week of coursework. Throughout the semester I will provide you with links or hardcopies of articles, blogs, websites, videos, etc., in which you will be required to review prior to a class meeting ready to discuss. You will also be required to do some research on your own prior to some class meetings and bring your findings to class for discussion. Many of the resources discussed in class will be beneficial to you when you write your paper and your final presentation.

Course Description

Social Innovation Practicum (Course General Description): Application of lessons in successful organizational and financial strategies to pursue social innovation via entrepreneurship, advocacy and management. Students work in small teams to assist nonprofits and social entrepreneurs in overcoming real-world challenges.

Course Application (Real World Challenge): Every ten years, the results of the U.S. Census shape the nation's distribution of political power and financial resources. With the 2020 Census on the horizon, this course will examine how the methods used to administer the census can discourage participation by marginalized people and how

an undercount can be damaging to local communities. This course also will explore grassroots civic engagement strategies that can be used to ensure greater participation, how census data can be used to influence policy debates, and current issues like the implications of the move to an online census and the failed attempt to add a question on U.S. citizenship.

Specific Learning Goals

Students will learn about:

1. Key public policies and their past, current and potential impact on the nonprofit sector, nonprofit organizations and philanthropic behaviors;
2. Roles of individuals and nonprofit organizations in effecting social change, social movements and influencing the public policy process;
3. How individuals and nonprofit organizations shape public policy through strategies including but not limited to public education, policy research, community organizing, lobbying and litigation.
4. Value of community service and civic engagement in the development of civil society;
5. Direct exposure to nonprofit organizations through service-learning, community service and/or experiential learning.

General Learning Goals

1. Students will demonstrate problem solving and decision making abilities through the critical analysis, evaluation and interpretation of business and nonprofit information.
2. Students will demonstrate competency in writing for common business scenarios.
3. Students will demonstrate competency in oral communication for common business scenarios.
4. Students will utilize technology for business applications.
5. Students will demonstrate ethical reasoning skills within a business and nonprofit environment.
6. Students will have an understanding of the influence of multicultural issues on business activities.

These general learning goals are among those established by the Dillard College of Business Administration. General learning goals represent the skills that graduates will carry with them into their careers. While assessing student performance in obtaining these general learning goals, the Dillard College is assessing its programs. The assessments will assist us as we improve our curriculum and curriculum delivery.

Course Communication

Class Communication

I will provide all course content, updates, readings, handouts, and other communication using D2L and in face to face class meetings. Students may also check their grades via D2L. Students will need to log in to D2L regularly to stay current with the class. If you have any questions or need any help, the best way to reach me is via e-mail. Always

include in the email your first and last name as well as the name of the course you're emailing me about. **Be sure that your email settings are set up so that you receive communications sent via D2L. It is your responsibility to manage your settings.**

Assignment Submissions

All assignments (service-learning documents; research paper; presentation) should be submitted through D2L. Please only submit typed Word documents unless otherwise specified. If you use Pages (or another word processor), **please convert your document first**. If you fail to submit your document in the correct format, and I cannot read your document, your document will be considered late, and I will NOT accept the assignment. **Submissions by email will not be accepted.** Most weekly classroom assignments will be brought to class for discussion and turned in during class.

Brief Description of Course Activities:

Attendance and Class Participation (1/4 of final grade—150 points)

Your participation is essential to the success of this course. Quality participation includes attending class, completing readings and assignments prior to class, giving “briefings” on specific topics in class, asking thoughtful questions to guest speakers, and contributing to class discussions. This class will give you the opportunity to hear from practitioners at the forefront of work on the census. It is vital that you attend every class that is scheduled. Any absence requires instructor notification in **advance**. If you are sick or have an emergency in which you cannot give advance notice, please notify me as soon as possible. Notifying me does not excuse an absence, but it an absence will significantly lower your attendance and class participation grade. The class will meet in person ONCE A WEEK, on Wednesdays of each week (which is a modification from the posted meeting schedule). This change will accommodate and allow for you to fully engage in the Service Learning requirement (see below). If you do NOT complete a weekly assignment and/or assigned preparation for class, you will have 10 points subtracted from your attendance and participation grade. If you are absent from class, you will have 10 points deducted from your total attendance and participation grade. If you are not in class and there was preparation and/or an assignment for class, you will have 20 points deducted from your participation/attendance grade. If you are late to class, or leave class early, you will have up to 10 points deducted from your attendance and participation grade depending on how much of class was missed and how disruptive your tardiness was to rest of class.

Service-Learning Component (1/4 of final grade—150 points)

This portion of the class will require that you spend a significant portion of time participating in efforts towards the 2020 Census in Wichita County, Wichita Falls and on the MSU Campus. You will be required to have ten (10) hours of attending Complete Count Committee **meetings** with the city of Wichita Falls and/or Census sub-committee meetings (Ex: Faith Community; Health Community; Education, Marketing, etc.,). I will provide you with dates and times of these committee meetings. At least twenty (20) hours for attending/participating in Census outreach and/or advocacy **events and activities** held throughout the city and/or on MSU campus and at least ten (10) hours assisting with **planning and preparing** for any of the above. For example, assisting a

committee with making reminder phone calls, distributing materials, preparing materials for meetings, posting on social media, etc. In total, you will be required to spend approximately thirty (40) hours doing 2020 Census outreach and advocacy work by participating in a **variety** of activities. You will be required to submit a volunteer log sheet (posted in D2L under important documents) which records the date, time, location of volunteer hours and is signed by a representative which can verify your attendance at the volunteer opportunity. You will also submit a **reflection paper** (see Reflection Paper guidelines under important documents) recording your thoughts, opinions and impact of your service-learning experience. This will be due no later than 11:30 pm April 17, 2020. All service-learning requirement documents will be submitted in D2L. This will give you 12 weeks (January 27-April 17) to complete your 40 hours requirement.

Research Paper (1/4 of final grade—150 points)

Your final will be a research paper which will be an overview of the Census 2020 and the experience you had with the Census project you selected. You will choose a specific topic to discuss. **The topic you choose must reference lectures, assigned reading, videos and outside research and have at least 6 credible sources/references.**

Your topic must be approved by instructor no later than end of class on March 25, 2020. The goal of the final research paper is for you to engage with a topic on the census that you wish to explore further, and I am happy for you to devise your own ideas as to what you wish to write about.

The paper should be approximately 1800 (+/- 250) words. Further instructions and guidelines for the paper are included in the *Paper Guidelines* document and the *Writing Rubric* located in Important Documents on D2L. Final paper is due by 11:30 pm on May 6, 2020.

Potential paper topics

1. Take a current controversy or “hot button” census issue and explore the political, social, and/or historical roots of the topic. Examples could include the proposed inclusion of a “citizenship question” on the census, the use of census data in designing Congressional districts, treatment of gender and marriage issues, the evolution of racial categories in census questions, and concerns over data privacy or other topics we have discussed in class. Papers should have an argument and be well-researched.
2. Demonstrate how a local, state or national nonprofit has effected social change, influenced public policy, conducted policy research, and/or engaged in community organizing to influence the 2020 Census. Discuss some of the activities the nonprofit participated in; any public media attention their action or activities received; and discuss how you believe they made significant impact in civil society and the outcome of the 2020 Census as a result of their work.

3. A topic of your choice. You may select a paper topic not mentioned above with approval from the instructor. In short, if there is something census-related that you want to write about, please let me know.

Final Presentation (1/4 of final grade – 150 points)

Based on the content and subject of the research paper, students will create a PowerPoint presentation. The PowerPoint presentation should be approximately 5-7 minutes and cover the key points of the research paper. The presentation will count as a final and 25% of the final grade. How well your presentation covers key points of your paper and staying within the time limit are critical components of the presentation. You will also be assessed using the Dillard College of Business oral communication rubric. See rubric in Important Documents on D2L.

Course Grade

Course Activities

Activities	Points
Attendance and participation in classroom discussions; briefings	150 pts
Service Learning -- Volunteer Hours Log sheet and Reflection Paper	150 pts
Research Paper	150 pts
Final Presentation	150 pts
TOTAL	600 pts

Grading Scale

Actual Points	Letter Grade
537 and above	A
517-536	B
417-516	C
357-416	D
Below 357	F

Extra Credit

There may be extra credit opportunity in this course. You will be informed if an opportunity becomes available.

Late Work

Absolutely no late submissions will be accepted.

Course Policies

Grades

Grades will be entered into the gradebook on D2L. It is the student's responsibility to keep copies of submitted assignments. Technical glitches happen, you will need to hold on to your final copy of any assignment if a file does get lost. **Any request to change a grade must be made to the instructor via email within one week of when the grade was posted to D2L.**

Attendance / Participation / Tardiness

Attendance, promptness and participation is critical to your success in this class. This is a real-time, real-world project environment. Your follow-thru on assignments and service-learning requirements will be critical to your success in the class. This is also why no late assignments will be accepted. It is your responsibility to stay on top of due dates, check D2L frequently for assignments, lectures, etc., and to adhere to due dates.

"Valid, documented" excused absences fall in the following categories: medical, legal, or serious personal issue beyond your control (e.g. relative's death or serious illness; jury duty; car accident). Excuses that are not valid include having deadlines in other classes or at work, having a fight with a significant other, have a bad day, etc.

Late Work

No late assignments will be accepted. Assignments can be made up only in the case of valid, documented excuses (see above). Deadlines are very important in this class due to the real-time, real-world project environment.

University Policies

Academic Integrity

Refer to the “Student Honor Creed” in the undergraduate catalog. If I discover that a student has engaged in academic dishonesty (cheating, collusion, and/or plagiarism) on any work for this course, they will receive an F (0 points) for that work. Repeated instances will result in failing the course. All instances of academic dishonesty will be reported to the Dean of Students.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change. Syllabus changes will be communicated via D2L and/or in class.

Grade Appeals

Any student who believes a final grade has been inequitably awarded should first contact the instructor who awarded the grade to discuss the issue and attempt to resolve the differences. A student has 30 days following the first day of the succeeding semester to file a written appeal with the dean of the instructor’s college in which the course was taught. Refer to the Undergraduate Catalogue for further details. See the MSU Student Handbook for University policy on grade appeal.

Americans with Disabilities Act

If a student has an established disability as defined by the Americans with Disabilities Act and would like to request accommodation, that student should please contact me as soon as possible. Any student requesting accommodations should first contact Disability Support Services at 940-397-4140 in room 168 Clark Student Center to document and coordinate reasonable accommodations if you have not already done so.

Concealed Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage on [Campus Carry Rules and Policies](#).

Important Dates

Change of schedule or late registration: **January 21-23, 2020.**

Deadline to file for May graduation: **February 17, 2020.**

Last Day to drop with a grade of “W”: **4:00 p.m., March 30, 2020.**

Required Reading and Video List

See **IMPORTANT DOCUMENTS** file on D2L for a list of required reading and videos to view.

Module	Topics	Reading Assignments	Lectures/Guest speakers	Assignments Due
Week 1 January 22 Course Introduction	Course Orientation; What is the Census and why is it important? What are Hard to Count populations?	Packet: includes infographics and articles on the 2020 Census; Hard to Count Populations, etc.	What is the Census and why is it important? Guest speakers: Karen Montgomery-Gagne; Tanner Wachsmann; Marla Malone	Guest speaker note sheet
Week 2 January 27 January 29	Advocacy and the nonprofit sector Outreach and advocacy; What are best practices for reaching Hard to Count populations? What is advocacy and what role does the nonprofit sector play in advocacy and specifically the 2020 Census?	Read posted reading assignments in Outreach Planning folder in D2L for this week. Bring a copy of the “Higher Education Toolkit for Student Organizations” to class Read/research advocacy documents, articles and videos in Advocacy folder in D2L.	Instructor Lecture: Advocacy and the nonprofit sector; Possible guest speaker	In the field research and service learning; Work in class as a group on outreach plan (Phase 1: Awareness; Phase 2: Action) to reach the following Hard to Count populations: <ul style="list-style-type: none"> • Off-campus college students; • International college students, especially those who live off-campus; • Latino/Hispanic students, especially those who live off-campus <p>Provide a 3-minute “briefing” about an advocacy organization in class. Primary focus should be advocacy and public policy of the organization and the specific work on the 2020 Census. See handout for specific organizations you can choose.</p>
Week 3 February 3 February 5	Hard to Count Populations	Read/view materials posted in Hard to Count populations		In the field research and service learning;

Module	Topics	Reading Assignments	Lectures/Guest speakers	Assignments Due
		(Under 2020 Census module).		<p>Outreach plan (Phase 1: Awareness; Phase 2: Action) due in class including description of strategies; proposed budget; identified events/opportunities for outreach; measurement and evaluation; talking points/messaging; We will discuss outreach in class; be prepared to discuss each person's roles and responsibilities.</p> <p>Provide a 3- minute "briefing" on a specific Hard to Count and/or traditionally under-counted populations: children; homeless; college students; people of color; immigrants; undocumented; non-English speakers; rural communities; due in class.</p>
<p>Week 4 February 10 February 12</p>		<p>Read posted bios of guest speaker and be prepared with questions to ask</p>	<p>Guest speaker 2/12/20</p>	<p>In the field research and service learning;</p> <p>Have prepared questions for panel of census experts: Genesis Sanchez, NALEO Education Foundation, Texas 2020 Census Coordinator Complete speaker notes sheet and turn in.</p>
<p>Week 5 February 17 February 19</p>	<p>Evaluating advocacy and outreach</p>	<p>Read posted documents in Evaluation module</p>	<p>Best practices in advocacy, lobbying and public policy in the nonprofit sector and how</p>	<p>In the field research and service learning;</p> <p>Evaluating efforts: How do we know if we are successful?</p>

Module	Topics	Reading Assignments	Lectures/Guest speakers	Assignments Due
			do we evaluate advocacy & outreach?	Outcomes; Logic Models and Evaluation
Week 6	February 24 February 26			<p>In the field research and service learning;</p> <p>Provide update on your outreach plan: What meetings have you attended? What events have you attended/distributed information? What has been successful? What are the plans for phase 2? Have you begun to evaluate Phase 1?</p>
Week 7	March 2 March 4			<p>In the field research and service learning;</p> <p>Provide a 3-minute briefing about Census topic recently in the news (since January). Be prepared to discuss as a class. Discuss Phase 2 activities which are planned and/or have already happened? How</p>
Week 8	March 9 March 11			<p>In the field research and service learning;</p> <p>Evaluation and report on Phase 1-Awareness due in class. Will discuss report in class.</p>
Week 9	Spring Break March 14 to 20			NO ASSIGNMENTS

Module	Topics	Reading Assignments	Lectures/Guest speakers	Assignments Due
Week 10 March 23 March 25	Hot topic issues around the 2020 Census	Read posted reading assignments in D2L for this week.		In the field research and service learning; Bring article, excerpt from a book and/or video clip to share with class on a census topic we have NOT covered in class. We will discuss topics covered as a class and activities for “Census Blitz Week (next week)” to make sure adequate coverage. Research Paper topics due in class today!
Week 11 March 30 April 1 CENSUS DAY!	TBD	TBD	TBD	In the field research and service learning; TBD—depending on what Census Day activities are planned, class may attend as a group around the community.
Week 12 April 6 April 8	Public policy, advocacy policies for nonprofits	Read posted guest speaker bios and prepare questions for speaker	Developing a public policy, lobbying and/or advocacy policy for nonprofits Guest Speaker TBD	In the field research and service learning; Class Speaker: Have prepared questions for public policy/advocacy experts; turn in speaker notes.
Week 13 April 13 April 15		Read posted reading assignments in D2L for this week.		In the field research and service learning; 3-4 minute briefing on Service-learning experience. Come to class prepared to share some highlights from your service-learning experience and discuss

Module	Topics	Reading Assignments	Lectures/Guest speakers	Assignments Due
				<p>those experiences. Final service-learning requirements are DUE Friday 4/17.</p> <p>Service-Learning Requirement DUE: Signed Volunteer Hours Log (minimum 30 hours) and Reflection Paper Due by 11:30 pm on Friday, 4/17/2020</p>
<p>Week 14 April 20 April 22</p>	<p>Paper and presentation research topics</p>			<p>In the field research and service learning; Come to class with a summary and outline of your plans for your research paper and be ready to discuss in class. This summary and outline should include the topic, what you think will be your primary focus/discussion and a preliminary list of sources you intend to use.</p>
<p>Week 15 April 27 April 29</p>	<p>Paper and presentation research topics</p>			<p>In the field research and service learning; Come to class with enough copies of rough draft for classmates. You will share your draft with classmates to offer constructive feedback rough drafts.</p>
<p>Week 16 May 2 May 4</p>				<p>In the field research and service learning;</p> <p>Final Paper DUE May 6 by 11:30 pm</p>
<p>FINALS</p>				<p>Class Presentation DUE during designated final time</p>

