

Please answer the below questions using two *CHANGE* books and Companion Guide. You will use your answers in the Institute.

1. How will you have your students choose their campaigns as part of **Issue Development**? ([Companion Guide](#))
2. What might you initially do to **set the tone** (Ch. 2, *CHANGE, Student Guide*) with you students' campaigns and what **group dynamic skill** (Ch. 6) might you use help your student groups function better?
3. What **theories**, both in *CHANGE* and from your discipline, might you have your students use to understand and explain their student campaigns.
4. What **research** will you have your students to in their campaigns.
5. What sites on campus and/or community might you visit as part of a Social Action Tour? ([Companion Guide](#))
6. How will you **evaluate** your student campaigns both throughout their campaigns and at the end of the class? ([Companion Guide](#))

Creating a Social Action Syllabus

While the model has a core principle (i.e., students choose a campaign, work as a team, attempt to change a policy, and make demands of a decision-maker; students must do three things: Issue Development early, Building Power, and Campaign Action), it provides professors with maximum flexibility to create their syllabus and course. Here are four questions to answer to help you create your syllabus.

- 1. Will the campaigns focus on a certain topic (e.g., climate justice or poverty) or will you leave it totally open for the students to decide?**
- 2. What will be the minimum size of the student campaigns (with 3 being the minimum)?**
- 3. Will the student campaigns be both on and off the campus or just off campus?**
- 4. How often will you give the students the opportunity to meet in their groups to discuss their campaigns? How long?**

Explore the 50+ syllabi on our TSA, and choose one or two of them that you feel most closely allies with your vision for your class. Print the syllabi and bring it with you to the Institute. Be prepared to answer the below questions:

- 1) Why did you choose this syllabus?**
- 2) What do you like about it? What are its strengths?**
- 3) What articles or books from the syllabus might you use in your course? Other readings?**
- 4) How might you add to it as you create your syllabus?**