CSL 300, Winter 2013
Theory and Practice in Community Service-Learning: Research, Knowledge Mobilization and Service-Learning

Time:	Wednesdays, 1-4pm
Location:	Humanities Centre (HC) 1-3
Instructor:	Mary Richards
Email:	mary.richards@ualberta.ca
Office:	McMahon 2-53A
Office hours:	• (Main Campus): I do not have an office per se on campus however I am available to meet after class from 4-5pm. • (Campus Saint-Jean): 2-53A, McMahon Building (8406 91st Street); Mondays 9-10 • Or by appointment
E-Class:	Yes.

Course Description (University of Alberta Calendar)

An in-depth exploration of theories and practices of civic engagement and community change for students who have already completed a course with a Community Service-Learning component or have substantial volunteer experience. Topics may include community engagement as a way of knowing, the political contexts of voluntarism, narratives of self and the social, concepts of community and citizenship, and community-based research methods. NOTE: students are to complete 30 community hours.

Summary of the Course

What is CSL and how does it fit into the post-secondary educational context?

Community Service-Learning integrates community-based activities with academic learning, but to that end? What knowledge and skills are we expected to through CSL? There are some strong advocates for the integration of CSL programs within post-secondary educational institutions. However, there are also some strong critics. Some supporters would say that CSL helps to develop responsible, engaged citizens, contributes to stronger communities and bringing about social change. However, some critics would say that CSL further contributes to the marginalization of certain social groups and does not benefit anyone other than the individuals who "do service". There are some serious debates on the value, place, and pedagogy of CSL within universities. We will critically explore these debates in the course. The first half of the course will explore key concepts and debates surrounding CSL. The second half of the course will build upon these concepts and debates through the exploration of the links between theories and practices and in particular in the area of community-based research.

What is" research"? Who is a "researcher"? What is Community-Based Research?

Research is about investigation. It is about having questions and finding ways to answer our questions. It is commonly thought that university-based researchers are the only type of people

who can "do research". However, more and more we are seeing new and innovative models and ways of designing, carrying out and analyzing research that involve alternative or multiple stake holders, other than uniquely "academics" which leads us to interrogate the very nature of what research is, who does it, how and to what end. Community-based research is a collaborative approach to research that involves various partners in multiple steps of the research process and recognizes the strengths and qualities that each partner brings. This forces us to re-think "traditional" models of "researcher" and "participant". The conceptual roots of CBR are multiple and interdisciplinary, stemming from (but not limited to) action research, participatory research, feminist theory and ethnography. Overall, CBR is used to characterise research approaches that explicitly focus on social change from within communities. We can then ask some questions: What is "research"? Who is considered a legitimate "researcher"? How can/do we use research to contribute to social change? Why? Who decides?

Knowledge Generation and Knowledge Mobilization

In academia, we do "research" because we want to learn new things, broaden our knowledge in certain areas and show others what we know. Publishing our knowledge in scholarly journals and books or giving presentations at professional conferences are not always necessarily the always best ways of diffusing knowledge and mobilizing it in a way that it impacts the people and populations that our research is actually about. Universities are in the business of "knowledge making" but for the benefit of whom? how? why? And with what consequences? Knowledge mobilization is about sharing knowledge and helping people understand and use it in their day-to-day lives, whether it be at the "knowledge factory", within communities and/or spaces in-between. In many cases, potential users of research have little or limited capacities to design, carry out, find, share and/or use research. We cannot expect individuals to do this by themselves. Studies show that some of the best ideas and the best ways to use and diffuse ideas emerge through collaboration. We aim to help build bridges between theory and practice, between questions and answers and between knowledge makers and knowledge consumers. We will critically look at ways of producing, accessing, diffusing and using knowledge generated through research.

Please note: CSL300 students are required to complete 30 hours of community service outside of course contact hours. The format of the in-class component of the course will be a seminar where students will be expected to actively contribute to the preparation and participate in discussions and classroom activities.

Course Objectives

- To explore and analyse CSL as a pedagogy, to critically think about its roles and meanings in universities and in the broader community and our personal roles and responsibilities as learners, researchers and users of research;
- To explore theories, methods and mobilization of community-based research through participation in classroom-based learning activities and community service-learning placements;
- To practice and examine various academic and community based ways of accessing and mobilizing knowledge generated through research.

Course Concepts & Themes

Several themes will be addressed in the course. These themes will constitute the framework and basis for our on-going analysis of the links and relationships between "community", "service", "learning", "ethics", "research(er)", and "knowledge". Themes may include, but will not necessarily be limited to the following:

- Community Service-Learning: Key Debates
- CSL and its and meaning(s) and interpretations within the post-secondary context
- Meanings of "community"
- Citizenship and Service-Learning
- Models of Service
- Ethics
- Critical Writing
- What is "research"? Who is considered a "researcher"?
- Research Methodologies
- Knowledge Making and Knowledge Mobilization

Workload

Course Contract	10%
Discussion Development Exercise	15%
E-Journal	35%
Final Project	40%

Course Contract. This is a list of "to-dos" that will enable you to track your progress in the in-class and CSL field components of the course. You will be guaranteed a 7,5/10 (or a *B*) for simply completing all of the items to a satisfactory degree. Missing deadlines or poor quality assessments will result in a lower grade. Higher quality assessments will bring your grade up.

Discussion Development Exercise. In consultation with the instructor, each student will select a chapter from the required text and will take on the responsibility for introducing it to the class during the assigned week and acting as the content expert for this chapter.

E-Journal. You will be responsible for keeping a type of electronic "journal" (you are free to choose the platform that works best for you) throughout the term devoted to classroom experiences and CSL field experiences. The journal will be composed of regular informal reflective writing as well as formal reflective writing (in the form of CSL "snapshots"). You are expected to contribute to your journal *at least* once a week over the semester. Writing will be required both inside and outside the classroom.

Final Project. Students will have a choice of format for the final project, focusing on CSL experience throughout the term. The projects include a proposal and an in-class presentation at the end of term.

__Please note__: Each student enrolled in the course is expected to participate in a CSL placement requiring **30 hours minimum** to be dedicated to your community partner over the term. In addition, you will be required to read and prepare about **+/- 30 pages of reading** for each week in order to effectively engage in class discussions and activities. There is a lot to do, but all components of the course are designed to help you deepen your knowledge of CSL.

Texts

Required: Service Learning in Theory and Practice (2010) by Dan W. Butin
               Other required readings will be available via the course website or by other means*
               (*These will often be provided via links to downloads via the university library's online catalogue and you will need your CCID.)

Website

The course website is found at https://eclass.srv.ualberta.ca. You will need your CCID to access it. The majority of course materials as well as the compulsory online forums will be available here throughout the term.

Instructor Availability

My office hours (see page 1 of syllabus) are the times where I make it a priority to be available for drop-in discussion. I have other responsibilities within the university, including other classes on other campuses, so it is always best to arrange a meeting in advance when possible. If you are not available during one of my office hours I invite you to email me or see me immediately after class to set up an alternative meeting time.

I invite you to contact me about course-related issues of any kind, but do not rely on email to do so. You should see me during my office hours to discuss any issues that arise for you throughout the course. I will be happy to set up an appointment with you via email. I will not have lengthy discussions over email however. For queries of a more detailed nature, it is best to talk to me in-person. I will be in my office during the office hours noted at the top of this syllabus. If you cannot come to see me during my office hours, we can schedule an appointment. Alternatively, you can come to see me during my office hours at the Campus Saint-Jean. When you send me email, please include the course code (i.e. CSL 300) and a phrase that indicates what the email is about in the subject heading. This will ensure that your email receives the attention it deserves. I will respond to you in a timely fashion, however do not expect instantaneous replies. I will do my best to respond to you within a few hours, and at most within 24-48 hours.

In-person meetings are the best way to overcome misunderstandings. If you have any questions - regarding the course, the course material and your understanding of it, evaluations, how you are being graded - please make an appointment to see me ASAP. Most problems can be overcome with face-to-face meetings, and the earlier the better. Putting off or ignoring an issue usually makes it worse, and will not help you in your success in the course. I will always do what I can to help you, within the guidelines of what is fair and reasonable and in adhering to the academic policy of the university.

Class Materials

Any in-class presentations or other material will be made available on the course website, typically within 24 hours of being used.

In most cases readings will be available on the course website at least 48 hours before the class where they will be used. If you miss class, you are responsible to access any material and make up any course work you missed.

Policies and Expectations

Policy about course outlines can be found in §23.4(2) of the University Calendar.

Grading System

Percentage %	Letter	Description	
95-100%	A+	Excellent	**Exceptional Work**
90-94%	A	Excellent	High degree of analysis and content, presentation and organization. Written work demonstrates excellent understanding of concepts and integrates outside sources and/or research. Work also demonstrates a sense of critical analysis, new ideas and personal understanding. Demonstrates a high degree of theoretical understanding and application.
85-89%	A-	Excellent	
80-84%	B+	Very Good	**Good**
75-79%	B	Good	All required elements are included. Written work is clear and explicit. Student demonstrates a good understanding of content and concepts. Evidence of a certain degree of critical analysis and includes references from other sources and/or research. Demonstrates theoretical understanding and application.
70-74%	B-	Good	
66-69%	C+	Satisfactory	**Satisfactory**
62-65%	C	Satisfactory	All required elements are included. Certain concepts are not fully understood. An understanding of the topic is demonstrated, but some weaknesses in content, style and organization. Weakness in the areas of critical analysis. Few or no outside sources and/or research. Adequate demonstration of links between theory and application.
58-61%	C-	Satisfactory	
54-57%	D+	Weak	**Needs Work**
50-53%	D	Marginable Pass	Certain required elements are missing. Does not demonstrate adequate understanding of the subject, and/or is not clear. Weak in the areas of

			content, style and organization. Little or no critical analysis.
0-49%	F	Fail	

For further details, see section 23.4(4) of the University Calendar (online at www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23/4.html#23.4). Unless otherwise discussed with the instructor, failure to complete a component of the course requirements can result in a failing grade. Violations of the Code of Student Behavior can also result in failing grades.

Class Dynamics: An important guideline for any classroom is respect for all class members, their ideas, experiences, and comments. We will discuss a wide range of topics and issues in this class, and we are certain to disagree with each other from time to time. These differences add to the richness of the course. Be open to learning from each other. Please communicate your observations and ideas in ways that acknowledge the many voices and perspectives in the room. Please recognize that you and your colleagues may find some course material both personally and intellectually demanding in that it challenges assumptions about culture, society, community, social issues, power, etc..

The Code of Student Behavior: The Code of Student Behavior outlines the rights and responsibilities of all students. Please be aware of the regulations under the Code regarding behavior in the classroom and discrimination. Disruptive classroom behavior will not be tolerated, nor will discrimination as defined by the Code of Student Behavior (consult Section 30.3.4). http://www.ualberta.ca/~unisecr/policy/sec30.html. Inappropriate behavior and the disrespectful treatment of others includes, but is not limited to, personal attacks inside or outside of class and the harassment of others in any form. A number of penalties can be imposed, such as lowering a grade or expulsion from the University (as outlined in Section 30.4(2) of the Code). Any act on any violations of the Code of Student Behavior will be reported.

Attendance and Participation: Much of the value that you will receive from this course will come from a conscientious consideration of the course readings and from your interactions with your colleagues. You are expected to attend class having read and thought about the assigned materials. The class will be built around you reading, thinking, questioning, and exploration of the course materials and your CSL experiences. Your attendance and participation are, therefore, extremely important to the success of this class and to your learning process and the learning of your colleagues.

Cellular Phones: Must be turned off during class. Do not bring your phones to evaluations.

Student Support Centre: Students requiring assistance for developing strategies for improving time management, study techniques, or exam preparation techniques should contact the Academic Support Centre (2-300 Students' Union Building).

Late Policy: Assignments must be submitted on specified deadlines. Written assignments are to be submitted via the Moodle class website. Late assignments will not be accepted. If you anticipate that you may miss a deadline due to an illness or personal matter, please let me know as soon as possible so that alternate arrangements can be made.

Original Work: All of your work in this class and in any other context should reflect original thinking and analysis. Plagiarism and other forms of cheating are punishable under The Student Code of Behaviour. All written work must be your own. Others' ideas and words must be meticulously documented. Ignorance is not considered an acceptable defense in cases of academic offences. Refer to a style manual of your discipline (MLA, APA, Chicago).

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offense. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University" (GFC 29 Sep 2003).

Reference documents on plagiarism and how to avoid it:
http://guides.library.ualberta.ca/content.php?pid=62200&sid=458936

About CSL
What is CSL?
Community Service-Learning integrates community-based activities with classroom learning. Students volunteer with a non-profit community organization (see Placement List) for a minimum of 30 hours over the semester. You will be expected to have an engaged presence in the community throughout the semester and to reflect on your experiences on regularly using course content as a basis for your understanding and analysis. For further information about CSL, including the Certificate in CSL, see http://www.csl.ualberta.ca/

How do I choose a placement?
1. Read the **CSL Placement List** and **CSL Guidebook**.
2. By <mark>6pm, Wednesday, January 16th</mark> all students will send me an **email** (mary.richards@ualberta.ca) indicating which **two** (2) organizations they would most like to work with and why (2-3 coherent paragraphs). Do not wait until the last minute to do so, the order in which I receive requests will play a role in placements especially if there is a high demand to work with certain community partners.
   Consider the following questions:
   o *What experiences and/or skills do you bring to your placement?*
   o *What interests you most about this placement?*
   o *What do you want to learn from this placement?*
   There are a limited number of placement spots available, so your first choice may not be available. Be prepared to work with either organization that you select.
3. Once you receive **confirmation** from me, please **contact** your selected organization, explain to them that you are a CSL student from CSL300 and make arrangements to meet with a representative from that organization to get started.
4. **Security Checks**. If your organization requires you to have one, you must go to the CSL Department (with proper ID) <mark>between January 16th and January 23rd</mark> to complete a Security Check.
5. Fill out the **CSL Student Agreement** form (see CSL Guidebook or CSL website), which details how you will work with that organization. Community organizations are busy, so be persistent but polite about trying to reach them. Your participation in CSL is official only once your agreement form is signed by your community partner and returned to me. The Student Agreement form must be returned absolutely NO LATER than <mark>January 28th, 2013 (ABSOLUTE DEADLINE)</mark>.

Community Supervisor
Think of your community supervisor as a co-educator and mentor in the course. You can learn a lot from them, perhaps more than from the classroom or the instructor. Accord your supervisor due respect and courtesy. Remember, they also want to learn from you, just as I do, so be open to discussing any relevant issues that come up for you.

Ethics, Confidentiality, and Respect
Familiarize yourself with the "Safety and Ethical Guidelines for CSL Participants" in the CSL Guidebook.

Student Confidentiality and Anonymity

Reflection cards and discussions may incorporate anecdotal information drawn from experiences at your CSL placement, but you must take steps to avoid any identifying information. Do not use real names; do not include details that would allow a reader to deduce anyone's identity.

Confidentiality and Respect

You may be privy to sensitive parts of people's personal and social lives. Consider how often you are privy to intimate details of those around you. As we draw on our experiences outside of the classroom in class, please maintain high degrees of confidentiality. Respect peoples' intimacies with confidentiality.

Research Ethics

Should any student choose to represent any other person or his/her experiences, s/he must obtain permission from the subject. People subject to representation must be able to provide informed consent. If people are not able to provide informed consent, then they must NOT be represented. Subjects must be informed that they are able to withdraw consent at any time, before or after being represented, and that they are not obliged to provide reasons for the withdrawal of consent. If you choose, for example, to interview someone, you must document their consent; consent forms are available from the instructor.

CSL Partner List (see separate document "CSL 300 Community Partner List" for details on community supervisor's contact information, student volunteer roles/activities/responsibilities).

Our Community Partners for this session are:
- CJSR FM88
- SU Sustainable Food Initiative
- SKILLS Society
- U of A United Way Campaign
- Jasper Place High School
- Institute for Canadian Citizenship, Edmonton Citizenship Committee
- Oliver Community League
- Boyle McCauley Health Centre (BMHC)