**DEPARTMENT OF CSL**

**https://www.ualberta.ca/community-service-learning**

**2018 *CSL 100:B1 (Winter Term)Introduction to Community Engagement***

Instructor: Tori Bleeks Time: *1:30-3:30pm*Office: HECOL 3-20 Place: *HC 2-26*

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*or by appointment*

**Course Pre-requisite: N/A** or consent of department **Course Description and Objectives**:

CSL 100 is an interdisciplinary introduction to community and civic engagement for students interested in preparing the groundwork for undertaking experiential educational opportunities. Introduction to Community Engagement Students will explore key questions, including: What does “community engagement” mean? How and in what ways can students be involved and engage with their community? How are theory, research, and practical experiences connected? In this course, we will explore concepts of “community” and engagement, and examine the role that experiential education has in engaging with community. We will explore questions and concepts of community, community engagement, citizenship, social responsibility, and experiential education through theoretical and practical approaches in the classroom and in the community. As part of this course, students will participate in community service-learning (CSL), which integrates community-based activities with classroom learning. For 20 hours over the semester, students will work with a local non-profit community organization. We will reflect on our CSL experiences to deepen our understanding of community and social issues. Students will also explore research tools and skills that will provide a foundation for future experiential education opportunities. OBJECTIVES: ♣ Students will critically examine the concepts of community engagement, student engagement, communities, active education, and socially responsible citizenship by exploring theoretical and practical approaches to community and civic engagement. ♣ Understand concepts through practice, reflection tools, and research methods ♣ Develop and assess one's own critical thinking capacities, in the context of community engagement ♣ To integrate theoretical and practical approaches to community and civic engagement through community service-learning (CSL) ♣ Engage with community through CSL placements to reflect on and raise questions about these concepts and understand how they are applied and recognize these concepts in action elsewhere. ♣ The CSL component of this course will enable students to have a first-hand experience of community efforts to address inequities and expose them to the challenges, constraints, supports and successes of community organizations ♣ Students should become aware of the context within which community organizations work and the supports for constraints facing these organizations

**Texts:**

The required text for this course is The Outside Circle: A Graphic Novel by Patti LaBoucane Benson (ISBN:9781770899377).

**Grade Distribution (see “Explanatory Notes”):**

In-class and eClass Participation Ongoing 10%

Snapshot Reflection 1 Jan 25, Feb 1 or 8 10%

Snapshot Reflection 2 Mar 1, 8 or 15 10%

Snapshot Reflection 3 Mar 22, 29 or Apr 3 10%

Midterm Book Report Feb 15 20%

Final Paper Worksheet Mar 29 2%

Pecha Kucha Apr 12 10%

Final Paper Apr 9 18%

CSL Placement Performance Apr 12 10%

**Explanatory Notes on Assignments:**

**Snapshot Reflections**  Follow the assignment instructions posted on eClass. These assignments will be short reflections (600- 1000 words) that reflect on how your placement connects to class discussions and readings. Please include an image/picture that pertains to the reflection. This may be a picture of you on site, or a stock photo that fits with your reflection. Please include the photo within your paper, rather than submitting it as a second document and use APA citations and formatting. **Midterm: Book Report**  Follow the assignment instructions posted on eClass. In summary, this book report is instead of a midterm exam. You must read the assigned text, The Outside Circle, and recognize key themes that we have discussed from the articles read throughout the semester (i.e. social capital, reciprocity.) Your report should be no longer than 1500-1650 words (5-6 pages) not including the cover page, bibliography, notes or appendices. A rubric will be provided to assess the introduction and thesis, the summary of key themes, an analysis, a conclusion, grammar and APA citations and references. **Pecha Kucha** A digital presentation will be scheduled in class on April 10 or 12. Create an iMovie or PowerPoint that is just over 6 minutes long. You will design 20 slides that will be shared in segments of 20 seconds each. You will pre-record your voice over the images. The presentation should answer the question, “What is your thread?” The Pecha Kucha will reveal the theme in your work and the impact of your approach. Please follow the instructions closely. You must attend the class in order to present your Pecha Kucha. In the event of class absence, you make arrangements with the instructor, in advance of the class. If this absence is not planned, please upload the file to Google Drive and email the instructor before the start of class and exceptions will be made on a case by case basis. The late policy does not apply to this presentation as it is not a written assignment. **Final Paper (Take Home Exam)** *Part One: Worksheet* The final paper worksheet is meant to assist with the planning for your final exam. Please download the worksheet from Eclass, complete all areas on the worksheet, and bring a PRINTED PAPER copy of your work to class on March 27th . This portion will be assessed for 2% of your final grade, but more importantly, provide you with a strong foundation for your final exam. *Part Two: Final Paper* The final exam is a paper is due on Monday, April 9 th at 10pm. Please be mindful that this is not a day that we meet for class. Be prompt with your submission and be well rested for the presentations the following morning. The paper will comprise 18% of your term grade. Review the assignment instructions closely. The assignment requires you to summarize two class articles read after the midterm, and apply key arguments to the experiences in your CSL placement. This is a written, well-cited, academic paper with a thesis statement on your CSL experience that connects that experience with the readings of the course. **SUBMITTING ASSIGNMENTS**  The Shapshots, Midterm and Final Paper assignments must be uploaded to Eclass. Please stay mindful of the drop box cut off times. Each assignment is due one hour before the class on the due date. Only Word doc. Or PDF documents will be accepted (do not submit a Pages doc). Please take great care when choosing the file you upload. If you submit an incorrect file, changes will only be permitted prior to the submission deadline. As such, it is recommended that you submit the document prior to the deadline, then reopen it to review it is the correct document. If there is an error, please immediately email the instructor with an explanation and attach the correct document prior to the dropbox cut off time deadline.

**Course-based Ethics Approval**in place regarding all research projects that involve human testing, questionnaires, etc?

Yes  No, not needed. No such projects approved.

**Community Service-Learning** component  Required  Optional  N/A

**Past or Representative Evaluative Course Material Available**

Exam registry – Students’ Union

http://www.su.ualberta.ca/services/infolink/exam/

See explanations below  Document distributed in class  Other *(please specify)*  NA

**Additional mandatory Instructional fees (approved by Board of Governors)**

Yes  No

**Required Notes:**

“Policy about course outlines can be found in the “[Evaluation Procedures and Grading System](http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Evaluation_Procedures_and_Grading_System) section of the University Calendar.”

**Academic Integrity**

“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 Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> ) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

**Learning and working environment**

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

• Discuss the matter with the person whose behaviour is causing concern; or

• If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](http://www.ombudservice.ualberta.ca/) . Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110) is described in [UAPPOL](https://policiesonline.ualberta.ca/Pages/default.aspx).

**Academic Honesty**:

**All students** should consult the information provided by the [Office of Judicial Affairs](http://www.osja.ualberta.ca/Students.aspx) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](http://www.osja.ualberta.ca/en/Students/UndergraduateHandbook.aspx) and [Information for Students](http://www.osja.ualberta.ca/Students.aspx)). If in doubt about what is permitted in this class, ask the instructor.

**Students involved** in **language** courses and **translation** courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in language courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](http://www.osja.ualberta.ca/~/media/osja/Documents/DisciplineChartAcademic.pdf) .

**Recording of Lectures:**

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

**Attendance, Absences, and Missed Grade Components**:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the Calendar regarding [Attendance](http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Attendance) and [Examinations](http://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_(Exams)) sections of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

**In this course**, CSL Placement Performance: Your CSL placement performance will dictate 10% of your final grade. This will require receiving a good review by your placement supervisor (e.g., never missing a scheduled meeting with them; complete the assigned project; etc.) Upon completion of your placement, you and your supervisor must complete the CSL Student Completion Form. Students must complete the 20 hours of service to receive 10% towards the final grade. This will be evaluated as a pass or fail assessment. In the event of extreme circumstances, this may be adjusted at the discretion of the instructor, however, circumstances leading to this should be well documented by both the student, the partner and the instructor or CSL department. In-class and eClass Participation You are expected to attend every class and be actively engaged in class discussions. Three or more absences from class (including late arrivals or leaving early) may result in loosing significant participation grades. Each week, the eClass discussion board will be open to pose questions and respond to queries. Please post around 200 words, 5 times (2 will be assigned articles) throughout the semester. Please post your response by the Monday of that week by 7 pm.

**Policy for Late Assignments:**

Late written assignments will be penalized 10% of the total grade for the assignment for every day that they are late, up to 3 days. For instance:

A written assignment handed in within the first 24 hours after the deadline -10%

Written assignments handed in between 24 and 48 hours after the deadline -20%

Written assignments handed in between 48 and 72 hours after the deadline -30%

Written assignments that are handed in more than 3 days late will receive a grade of zero.

**Student Accessibility Services:**

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](http://www.ssds.ualberta.ca/), contact their office immediately ( 1-80 SUB; Email [sasrec@ualberta.ca](mailto:sasrec@ualberta.ca); Email; phone 780-492-3381).

**Grading**:Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

**“Faculty of Arts Undergraduate (or Graduate) Grading Scale here”**

|  |  |  |  |
| --- | --- | --- | --- |
| Letter | % | Pts | Descriptor |
| A+ | 94 and above | 4.0 | Excellent |
| A | 90-94 | 4.0 |  |
| A- | 85-89 | 3.7 |  |
| B+ | 80-84 | 3.3 | Good |
| B | 75-79 | 3.0 |  |
| B- | 70-74 | 2.7 |  |
| C+ | 65-69 | 2.3 | Satisfactory |
| C | 60-64 | 2.0 |  |
| C- | 55-59 | 1.7 |  |
| D | 50-54 | 1.0 |  |
| F | Below 50 | 0.0 |  |