

## Community Service-Learning 100, Fall 2016

### Introduction to Community Service-Learning

**Instructor:** Dr. Jason Taylor

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**Office:** Assiniboia Hall 2-68

**Time:** Tues. Thurs. 9:30 -10:50

**Location:** GSB 2-11

**Office Hours:** Tuesdays 11-12; 5-6; or by appointment

#### Course Description

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, power and privilege, 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/Goals of the Course

**Build Theoretical Frameworks:** 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.

**Unify, or Bridge Theory and Practice Community Service-Learning:** 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; encourage students to cultivate an ability to be part of knowledge construction and co-construction with community members, and revise theoretical understandings and frameworks based on ‘lived experience’; increase understanding around how CSL “fits” with Course Environment and Pedagogy

In-class sessions will primarily use a student centered format, but we will also use a variety of teaching and learning strategies, including: lectures and individual and group activities, storytelling and other narratives, audio-visual components, and reflective techniques. The goals of this course are not only to understand the key facets of community engagement and

community service-learning, but also to build analytical interdisciplinary tools and firsthand experiential knowledge of the community experiences in the context of Alberta.

*The class will, largely, not adopt the lecture format. Instead, I will lead it as a seminar where students are expected to participate in discussion about each week's readings.*

## Texts

Online articles made available through eClass.

## Website

The website for the course can be found through eClass. You should use the website to access materials (e.g., essay topics, discussion forums, readings) that are needed throughout the term.

## Instructor Availability

Office hours are the times that I *promise* to be in my office and available for drop-in discussion. I have other responsibilities within the university so it is best to book in advance whenever possible. Note I am available at other times. Should office hours not fit your schedule then either email me or speak to me immediately before or after class to arrange an alternative time.

*Email is the best way to contact me.* Please have your subject line begin with the course number (e.g. 101, 102) followed by the subject. *Do not use* the messaging feature on the eClass to contact me. Please treat emails as semi-formal modes of communication: these are not texts you are sending your friend. *A face-to-face meeting is the best way to overcome misunderstandings.* If you have any questions or concerns regarding the class — including everything from feeling lost or bored to not understanding course material or how you are being graded — come and see me ASAP. I will ALWAYS do what I can to help you within the guidelines of what is fair, reasonable, and within the academic policy of the university

## Evaluation

<b>Engagement:</b> 20%	<b>1<sup>st</sup> Assignment:</b> 15% (Sept 29)	<b>2<sup>nd</sup> Assignment:</b> 15% (Nov 1)
<b>Midterm Evaluation:</b> 20% (Oct 13)	<b>Presentation:</b> 5% (Dec 6)	<b>Final Paper:</b> 25% (Dec 6)

- **Engagement:** This will comprise 20% of your overall grade. 10% of this will take into account in-class participation (which will largely be determined by the in-class Community of Inquiries run weekly), but will also be the online discussion forum, where you can follow up on classroom discussion throughout the term. You are expected to complete an *unofficial* self-reflection and bring this to class on the day of the midterm (Oct. 13<sup>th</sup>), and an official self-reflection the week prior to the final exam. These reflections will help inform your grade, but are not binding. They are a chance for you to highlight what you think you have done well. The other half (10%) of your engagement grade will be dictated by your CSL placement performance in general. This includes, but is not limited to the following tasks:
  1. Three times during the term providing to me, by email, prior to Wednesday at noon, a discussion question on the weeks readings. The standards for this will be explored

in the first week, but you should aim to ask a question which explores the readings/ your placement/ an experience pertinent to the course content.

2. Meeting with me three times during the term to discuss your placement - once immediately after you have met your placement supervisor; once during October, and once during November, near the end of your placement; you are responsible for setting these meetings up over email. If you are partnered with someone, you should meet with me as a group each time.
3. Receiving a good review by your placement supervisor. (e.g., *never* missing a scheduled meeting with them; complete the assigned project; etc.)
4. Making reference, when and if appropriate, to your CSL placement project during class inquiry sessions; and, in general, coming to class prepared to reflect meaningfully on your placement experiences.

*If you are ever unclear how you are faring in this light, please come to see me as soon as possible.*

- **First Assignment:** Due Sept 29<sup>nd</sup>, this project will be a short written reflection on the university community. More detail will be distributed in class. It is worth 15% of your overall grade.
- **Second Assignment:** Due Nov 1<sup>st</sup>, this will be a short written reflection asking you to reflect on one issue within the readings, meaningfully connecting this with your CSL placement. More detail will be given in class. It is worth 15% of your overall grade.
- **Mid-Term:** This will be held on Oct 13<sup>th</sup>, and will cover all readings and material covered in class up until that point. It will comprise 20% of your overall grade. More detail will be provided on the content of this exam during class time.
- **Presentation:** This will be held on the final day of classes, should be no more than about 5 minutes long, and should display clearly the project you have completed over the term in your CSL placement. It is worth 5% of your overall grade. A reasonable amount of preparedness will earn you the full mark.
- **Term Project:** This will be due on the final day of classes (Dec 6<sup>th</sup>) and should be a culmination of your learning throughout the term. It will comprise 25% of your term grade. It should be no longer than 6 pages, and should be a synthesis of your learning across the term and the experiences in your CSL placement. Note: this is *not* the same as whatever project you may be completing for your CSL placement; this is a written, academic reflection on your CSL experience that connects that experience with the readings of the course.

## Marking and Grading

Unless otherwise specified in the assignment, late work loses 25% for every new 24-hour period that begins following the specified time that the work was due (e.g. work handed in one minute after it is due loses 25%). Justifications for late work must be given within 48 hours. Unless otherwise specified, all work is due at the beginning of class within the first 5 minutes (by my watch).

Percentages will be given for assessment. Translation to letter grades will be according to the table below.

Grade	Grade Point	Percentage
A+	4.0	90-100
A	4.0	86-89
A-	3.7	81-85
B+	3.3	77-80
B	3.0	74-76
B-	2.7	71-73
C+	2.3	67-70
C	2.0	63-66
C-	1.7	59-62
D+	1.3	55-58
D	1.0	50-54
F	0.0	<49

### 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;
- 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 student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

## **Academic Honesty**

*All students* should consult the information provided by the [Office of Student Conduct and Accountability](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

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](#).

## **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 instructor 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 sections 23.3(1) and 23.5.6 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.

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

(Approximate) Course Schedule

<i>Date</i>	<i>Readings and Other Notes</i>
Week 1 (Sept 1-2)	<b>Introductions</b>
Week 2 (Sept 5-9)	<b>Critical Thinking and Questions - Shaping the Semester</b> “Our Concept & Definition of Critical Thinking”, <a href="http://www.criticalthinking.org/aboutCT/ourConceptCT.cfm">http://www.criticalthinking.org/aboutCT/ourConceptCT.cfm</a> “Becoming a Critic of Your Thinking,” <a href="http://www.criticalthinking.org/articles/becoming-a-critic.cfm">http://www.criticalthinking.org/articles/becoming-a-critic.cfm</a> <b>1<sup>st</sup> Inquiry Session</b>
Week 3 (Sept 12-16)	<b>What is Community?</b> Encyclopedia of Informal Education, “Community” and “Social Capital” <a href="http://www.infed.org/community/community.htm">http://www.infed.org/community/community.htm</a> <a href="http://www.infed.org/biblio/social_capital.htm">http://www.infed.org/biblio/social_capital.htm</a> <b>Communities and Citizens I</b> Westheimer & Kahne (2004), “What Kind of Citizen? The Politics of Educating for Democracy” (33 pgs.) <b>(Possible Inquiry Here)</b>

<p>Week 4  (Sept 19-23)</p>	<p><b>Communities and Citizens and CSL</b></p> <p>Rocheleau – “Theoretical Roots of Service-Learning: Progressive Education and the Development of Citizenship.”</p> <p>Fish - 'Aim Low' <i>Chronicle Article</i></p> <p>Fish - 'Why we Built the Ivory Tower' <i>New York Times</i></p> <p>Wente - <i>Higher Education? Aim Lower.</i></p> <p><a href="http://www.theglobeandmail.com/opinion/higher-education-aim-lower/article1147887/">http://www.theglobeandmail.com/opinion/higher-education-aim-lower/article1147887/</a></p>
<p>Week 5  (Sept 26-30)</p>	<p><b>Communities and Citizens and CSL II</b></p> <p>Eby – “Why Service-Learning is Bad”</p> <p><b>2<sup>nd</sup> Inquiry</b></p> <p style="text-align: center;"><b>First Assignment Due</b></p>
<p>Week 6  (Oct 3-7)</p>	<p><b>Communities and Citizens and CSL III</b></p> <p>Butin – “CSL as post-Modern Pedagogy”</p> <p><b>3<sup>rd</sup> Inquiry</b></p>
<p>Week 7  (Oct 10-14)</p>	<p style="text-align: center;"><b>Review for Mid-Term (Oct 11th)</b></p> <p style="text-align: center;"><b>Mid Term (Oct 13th) – Informal self-reflection due</b></p>
<p>Week 8  (Oct 17-21)</p>	<p><b>CSL and University Students I</b></p> <p>Morton - 'Irony of Service-Learning'</p> <p>Jones - 'Underside of Service Learning'</p> <p><b>4<sup>th</sup> Inquiry</b></p>
<p>Week 9  (Oct 24-28)</p>	<p><b>CSL and University Students II</b></p> <p>Bortolin - <i>Serving Ourselves: How the Discourse on Community Engagement Privileges the University over the Community</i></p> <p>Swaminathan - <i>Educating for the “Real World”: The Hidden Curriculum of Community Service-Learning</i></p> <p><b>5<sup>th</sup> Inquiry</b></p>

Week 10 (Oct 31 - Nov 4)	<b>Power and Privilege I</b> Himley – “Facing (Up To) ‘The Stranger’” Marion Young - 'Five Faces of Oppression' <b>6<sup>th</sup> Inquiry</b> <p style="text-align: center;"><b>Second Assignment Due</b></p>
Week 11 (Nov 7-11)	<b>Reading Week</b>
Week 12 (Nov 14-18)	<b>Power and Privilege II</b> McIntosh - 'White Privilege and Male Privilege' Dunlap (et al.) - 'White Students' Experience of Privilege' <b>7<sup>th</sup> Inquiry</b>
Week 13 (Nov 21-25)	<b>CSL Alternatives? Volunteerism, and Activism</b> Fyfe and Milligan - 'Out of the Shadows' Bikford and Reynolds - 'Activism and Service-Learning' <b>8<sup>th</sup> Inquiry</b>
Week 14 (Nov 28-Dec 2)	Essay Review and Wiggle room <b>9<sup>th</sup> Inquiry (possible)</b> <p style="text-align: center;"><b>Draft Essay Due, Brought to Class</b></p>
Week 15 (Dec 5-7)	CSL Wrap-ups and Presentations <p style="text-align: center;"><b>Presentation Due</b></p> <p style="text-align: center;"><b>Final Papers Due</b></p> <p style="text-align: center;"><b>Final Self-reflection Due</b></p>

\*\*I reserve the right to modify the schedule with respect to how quickly or slowly we cover the material. I may also add readings, depending on how the class develops.