

Fall 2017 CSL 100: Introduction to Community Service-Learning

Instructor: Jay Friesen

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

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Location: General Services Building 211

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Office Hours: Tuesday 11-1; or by appointment

Course Prerequisite: No prerequisites

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 None

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

Course Description

Community Service-Learning (CSL) 100 is an interdisciplinary introduction to community and civic engagement. We designed this course for students interested in undertaking experiential educational opportunities. In "Introduction to Community Engagement," students will explore fundamental questions, including: What does community engagement mean? How and in what ways can students be involved and engage with their community? How are theories, 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 a community. We will explore questions and ideas of community, community involvement, citizenship, social responsibility, power and privilege, and experiential education through theoretical and practical approaches in the classroom and the community.

As part of this course, students will take part in 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 create a foundation for future experiential education opportunities.

Course Goals and Objectives:

1. Build Theoretical Frameworks:
 - a. Students will critically examine the concepts of community engagement, student involvement, communities, active education, and socially responsible citizenship.
 - b. Students will accomplish the above goal 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.
2. Unify, or Bridge Theory and Practice Community Service-Learning:
 - a. Students will learn to integrate many theoretical and practical approaches to community and civic engagement through CSL.
 - i. Further, they will engage with the community through CSL placements to reflect on and raise questions about these concepts and understand how they are applied.
 - b. Students will be encouraged to cultivate the ability to contribute to knowledge construction and co-construction with community members
 - c. They will also revise theoretical understandings and frameworks based on “lived experience” and increasingly understand how CSL "fits" within the university.

In-class sessions will primarily use a student-centered format, but we will also use a variety of teaching and learning strategies, including:

- a. 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 interdisciplinary analytical tools and first-hand experiential knowledge of the community experiences in the context of Alberta.
- b. The class will not typically adopt the lecture format. Instead, I will lead it as a seminar where students are expected to take part in discussions about each week's readings.

Texts:

Online articles, videos, and other materials are all made available through eClass.

Explanatory Notes on Assignments:

Engagement	35%	1st Assignment	15%
2nd Assignment	15%	Presentation	10%
Final Project	25%		

1. **Engagement (35%):** This mark derives from in-class participation, including discussions and activities (5% of overall mark). **However, most this engagement mark (30% of overall mark) comes from the “Daily Reviews” that we complete after each class.**
 At the core of this assignment is a strong belief in habits. The intention of this portion of the grade is to make reflection an essential part of what we do in small, but regular, intervals. I also

believe that class participation does not look the same for every student; some love to talk in class, others are less inclined. This engagement provides an outlet for all students to take a bit of time to privately contribute to a larger conversation, keeping anonymity.

Each class, I will post a small reflection on eClass that students will answer. Some questions will repeat each time, while others will be specific to the topics at hand. My goal is to offer some time near the end of each class to work on this task, although some classes will be tight on time.

- a. Here are the basic parts of the Daily Review:
 - i. Questions will be posted after each class and will remain open until 4 PM the following day. E.g., Tuesday's class submission is open until 4 PM Wednesday and Thursday's is open until 4 PM Friday.
 - ii. Time: I expect this to take 10-15 minutes, sometimes less, sometimes more. As said above, I will try to leave some time in class to work on the Daily Review, so you don't always need to take it home to do. However, this assignment does require you bring a laptop or smart phone to class, if you want to use this time.
 - iii. I will post marks a couple times in the semester (mid-October & mid-November) so you can stay up-to-date on your ongoing grade.
 - iv. I will use what you offer in your responses in the lectures. However, **this usage will always be anonymous, not reveal placements or identifying personal details, and be done only to further critical thought in the class.**
 - b. Here is what I am looking to see:
 - i. An extension of thought from the class. What did the ideas make you think about that was not covered in our class time?
 - ii. Connections between your CSL placement and what we did in class.
 - iii. Suggestions for me, the instructor. What do you want to see? Where can I do better?
 - iv. Coherent and legible ideas.
 - c. Here is what I care less about (in the Daily Reflections):
 - i. In-depth academic research or citations. These thoughts should be your own. While you can mention other ideas, I want to know what you are thinking.
 - ii. Grammar, spelling, formal language. There is a time and place for proper writing, and this isn't it. I only ask that you stay legible, make sure your ideas make sense and we'll do fine.
2. First Assignment: **Due October 3rd**, this project will be a short, written reflection on the university community. More detail will be distributed in class and on eClass. It is worth 15% of your overall grade.
 3. Second Assignment: **Due November 2nd**, 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 and on eClass. It is worth 15% of your overall grade.
 4. **Presentations:** Presentations will occur during **Week 13/14** of class, and will consist of 5-minute-long presentations about the students' upcoming term papers.
 - Students will be expected to reflect on their experiences in their placement and how it related to the course content.
 - Are oral presentations not your favorite activity? We will discuss alternative ways of presenting your material, including posters, videos, standup comedy routines, memes, pre-recorded PowerPoints that allow for different ways of presenting. I'm always open to hearing about new ideas for presenting, so less mutually devise a strategy that works for you.
- **Term Project:** This will be due on the final day of classes (December 7th) and should be a

culmination of your learning throughout the term. It will make up 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.

Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) 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 all students; faculty and staff are able to study and work 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](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#) 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 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 content author(s).

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 [Attendance](#) and [Examinations](#) 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, the section above will be graded through the class discussion and engagement (15%). This mark is derived from in-class participation, including discussions, activities, and the “Minute Reviews” that we complete after each class, which also serves as class attendance.

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](#), contact their office immediately (1-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).

Policy for Late Assignments:

Students who consult *in advance* with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, the student will be penalized at 5% per day (including weekends), unless you requested an extension for a valid reason. Extensions will not be granted after the due date. After the period of 7 days (from the due date) no assignments will be accepted.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>).

Grading Scale

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	95-100
	A	4.0	90-94
	A-	3.7	85-89
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	80-84
	B	3.0	75-79
	B-	2.7	70-74
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	65-69
	C	2.0	60-64
	C-	1.7	55-59
Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D	1.0	50-54
Failure.	F	0.0	0-49

Reading Schedule and (Approximate) Class Outline

The reading list will be posted on eClass. There will be a mixture of academic and non-academic readings, as well as podcasts, film clips, and other “texts.”

There is no “set-list” of CSL readings. My selection of readings is designed to give each student a comfortable familiarity with the core ideas in the field, as well as have enjoyable, thought-provoking pieces that encourage reflective thinking.

I do not assign especially long texts, such as novels or full textbook chapters. Each week we should have self-contained, manageable texts that are open to discussion and debate. I also believe that reading lists themselves are living, breathing documents that need to be adapted as the course goes develops. This is because our class interests will grow, shift, adapt, and explore. In this spirit, if you have a reading that you believe is worthwhile, please do not hesitate to suggest it to me. Moreover, I intend to invite a few guest lecturers into the class, those people who know.

And yet, we need some consistency and expectations. My promise to the class is that the upcoming three weeks’ readings will always be posted on eClass, rolling out as the term

progresses. Unless the reading is exceptionally short, I will not add readings within days of a class.

My suggestion is that you keep one-week ahead of course readings; two if you know you are especially busy at a specific point in time. Should issues arise and you are having difficulties with the reading, please let me know and we can work to find a solution.

The main themes we will be covering this term include:

- Critical thinking and Questioning
- The Role of Higher Education
- Local Histories and their Interventions
- Race, Gender, and Class
- Combining Passion, Personal interests, and Service-Learning
- Communities and Social Capital
- The History of Service Learning
- Pedagogies of Service-Learning
- Vulnerable Communities
- Media, Culture, and Engaging Communities