

**UNIVERSITY OF GUELPH
BACHELOR OF ARTS AND SCIENCES
FALL 2017
ASCI*3000 Community Project**

Instructor: Dr John Walsh

Extension: 58039

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Office: MCKN 243

Office hours: Wed. (4:30–5:30pm); Th. (2:00–3:00pm); Fri. (9:00–11:00am)

Meetings: M 7:00–9:00pm MINS 017

COURSE OUTLINE

Calendar Description:

This course integrates the curricular, co-curricular and cross-disciplinary strands of the Arts and Sciences program through continued academic study and its application, modification, and critique in a community context. ASCI 3000 provides a unique opportunity in the BAS degree program for students to develop civic leadership skills and increase their awareness and appreciation for the social relevance of their chosen academic areas of interest through a community service-learning experience.

This course presents the student with the opportunity to explore the concept of sustainability, and the integration of social, environmental and economic perspectives in the context of exploring leadership. Students will work independently in groups throughout the semester to conceive, complete, and present a significant community project. The course will require students to work independently within a group to initiate and complete a major out of class assignment: a community project. In the course, the student will develop leadership frameworks, examine social innovation and sustainability perspectives which highlight the interconnectedness of:

- university students and the local community
- leadership development with social change
- academic knowledge with social and environmental issues
- academic institutions with social innovation

Course objectives: Upon completion of this the course the assiduous student should be able:

- to recognise ways in which social forces have interacted with science and industry,
- to locate, present, and critically evaluate evidence,
- to practice good academic conduct and accountability,
- to communicate research and findings through public presentations, written reports, and visual communication,
- to offer critical analysis and refined peer-feedback,
- to demonstrate problem-based learning,
- to foster self-awareness and engaged citizenship, and
- to practice collaborative learning and oral communication.

Learning outcomes: This course will contribute to the ASCI core. The Integrated Plan for the BAS program, written in 2006, identifies a number of Learning Outcomes to be achieved by students graduating from the program. Graduates will be able to:
By the end of this program successful students will be able to:

1. Analyze and evaluate complex historical and current case studies from and for multiple and competing perspectives.
2. Work independently and in groups on a range of interdisciplinary cases while demonstrating accountability, responsibility, peer support, and leadership.
3. Plan and conduct independent research that integrates disciplinary knowledge from the humanities, social sciences and the sciences.
4. Synthesize and present specialized knowledge, arguments and analyses accurately and appropriately for the target audience, using a variety of oral, written, and visual communication methods.
5. Demonstrate critical, analytic and creative thinking in order to formulate innovative solutions to complex problems that involve interdisciplinary connections.
6. Demonstrate the ways in which academic knowledge can be mobilized to remedy problems in society.
7. Recognize that knowledge is context specific, reflect on its limitations, and acknowledge how these limitations influence analyses, interpretation, and worldviews.

Prerequisites: ASCI*2000 or ASCI*2050

Text: Students will read and research as required for their area of study and focus. All research must be conducted appropriately as applicable to the area of study and as suitable to 3rd year study and research in a university setting.

Method of Presentation: This course will require a serious commitment to independent group study and work within the community. Students will make presentations throughout the semester and keep an accurate and up-to-date log of their weekly progress and work.

Method of Evaluation:

Introduction and Project Charter	(Monday, Sep. 18)	5%
Proposal and Presentation	(Monday, Sep. 25)	10%
Progress Log	(Weeks 4–9)	20%
Final Presentation	(Nov. 20/27 TBD)	30%
Final Individual and Group Reflection	(Friday, Dec. 1)	10%
Final Written Report	(Friday, Dec. 1)	20%
<u>Participation</u>		<u>5%</u>
<u>TOTAL</u>		<u>100%</u>

Final Exam: None

Notes: Students will submit their written assignments via Dropbox. The penalty for late assignments will be 10% per day (individual weekend days included).

Introduction and Project Charter (Monday, Sep. 11–18)

To complete this phase of the evaluation and begin preparation for conceiving, organising, and executing a community project, students will: (1) form into groups (we will try and form groups of three, as numbers permit), (2) identify the general area of focus or interest of their project and potential partners within the community, (3) create and structure a basic plan for approaching the organisation of this project (4) identify the practices and standards to which the group will adhere throughout the project and specify any specific roles or responsibilities of group members, (5) submit this plan as a Project Charter to Dropbox, and (6) make an initial in-class presentation (10–15mins). Group members will prepare and deliver a short presentation about another group member, and the group will outline their initial assessment of the need and potential impact of their project.

Proposal (Sunday, Sep. 24 [5pm]) and Presentation (Monday, Sep. 25 [in-class])

Groups will prepare a written outline and plan for their community project. The outline will involve preliminary research conducted into the area most related to the project, identifying outcomes and deliverables and the community partners involved. The groups will describe the purpose and community context of their project and outline week to week goals and steps involved in the completion of their project. The group will present their project to the class for discussion. The written plan should be 1000–1200 words. Groups must post their written proposal to Courselink no later than 5pm Sunday, Sep. 24 for the class to read and prepare to offer informed and thoughtful comments. Each presentation should be 10 minutes in length to be followed by 5 minutes of questions and discussion from the class.

Progress Log (Weeks 4–9)

During Weeks 4-9 (Oct. 2–Nov. 13) students will work independently in conjunction with their groups and community-based partners to execute their community project. Students will submit individual progress logs to Dropbox weekly to report their activities and progress. The groups will communicate in keeping with their Charter agreements and meet with the instructor as required. There will be no in-class meetings scheduled: it is in this phase the students will lead the project in an independent and autonomous self-directed learning environment. This phase is significant to the success of the project and will be central to achieving the learning outcomes established for this course. The success of this critical phase will depend, in large part, to careful planning in the earlier elements of the course.

Final Presentation (Nov. 20/27)

Groups will present the outcomes of the projects to the class on the final Mondays of the semester. Each group will make a 30-minute presentation outlining the structure and implementation of their projects. The groups will post a short abstract outlining the key features of their project before Sunday at 5pm the day before their presentation. The class will read these outlines and be prepared to offer substantive and meaningful feedback for their colleagues. These presentations may take any form the groups wish.

Final Written Report (Dec. 1)

Each group will prepare and submit to Dropbox a full written report that outlines the development, implementation, and assessment of the outcomes of their project.

Final Individual and Group Reflection (Dec. 1)

Each student will submit a short individual reflection assessing their own role in the project, identifying areas in which they contributed and summarising their own learning experience from the exercise. Each student will also assess the contributions of their group members and offer substantive and impartial peer-feedback. These reports will remain confidential.

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day (**Friday, 3 November 2017**); two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. [The Rights and Responsibilities are detailed in the Undergraduate Calendar](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work

before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.