

## **ASCI\*3100: Case Studies in the Arts and the Sciences**

-Winter 2018-

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**Office Hours:** *by appointment*

### **Calendar Description**

This variable-content course introduces students to case studies in the integration of academic knowledge and practices with social movements, investigating the ways in which cultural, social, and scientific endeavours meet to work on real-world problems. The course may contain both historical and current case studies.

### **Course Description**

This iteration of the course will consist of a series of case studies to be decided by the class. Students will work individually and in groups on a specific topic developed with the help of the instructor.

**COURSE EVALUATION:** *(Details of the assignments are given on a separate sheet)*

Group Proposal and Bibliography	15%	February 6 <sup>th</sup> ; dropbox
Proposal Presentation	10%	
Group Presentation	30%	
Individual Essay	30%	April 6 <sup>th</sup> ; dropbox
Participation	15%	

**Please note that assignments will not be accepted past the deadline. If you have an extenuating circumstance, such as illness or family emergency, this can be accommodated with the proper documentation and consultation with the instructor.**

**In addition, you must attend your presentation in person; every member of the group must be present.**

**Please note you may miss one presentation day for whatever reason, however any further absences during presentations will result in a deduction of 7.5% from the participation grade.**

## Schedule of Classes

<b>DATE</b>	<b>CLASS DESCRIPTION OR DELIVERABLE</b>
<b>JANUARY 9</b>	First Class, Course Outline
<b>11</b>	Class Introduction, Choose Groups
<b>16</b>	Topic Ideas
<b>18</b>	Getting Started on Proposal
<b>23</b>	No Class Scheduled – Prepare Proposal
<b>25</b>	No Class Scheduled – Prepare Proposal
<b>30</b>	Group Progress Discussion and Feedback
<b>FEBRUARY 1</b>	Thinking more critically about your topic
<b>6</b>	Proposal Presentation
<b>8</b>	Proposal Presentation
<b>13</b>	Proposal Presentation
<b>15</b>	Proposal Presentation
<b>20</b>	Reading Week – no class !!
<b>22</b>	Reading Week – no class !!
<b>27</b>	Presentation 1
<b>MARCH 1</b>	Presentation 2
<b>6</b>	Presentation 3
<b>8</b>	Presentation 4
<b>13</b>	Presentation 5
<b>15</b>	Presentation 6
<b>20</b>	Presentation 7
<b>22</b>	Presentation 8
<b>27</b>	Presentation 9
<b>29</b>	Presentation 10
<b>APRIL 3</b>	Presentation 11
<b>5</b>	Presentation 12

### A Note on the Use of Turnitin in this Course

This course uses Turnitin (integrated with the CourseLink Dropbox tool) to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able

to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

### **CONTRIBUTION OF THIS COURSE 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 pose and solve problems by drawing on and integrating the protocols and methods of the humanities/social sciences and sciences
- To communicate in both oral and written forms for both academic and general audiences
- To conduct research using both traditional and electronic sources in both humanities/social sciences and scientific contexts
- To be creative and analytical thinkers and practitioners
- To approach the complexities and ambiguities of the “risk society” with both creativity and vigour
- To integrate academic work and broader issues of global citizenship through experiential learning

All the instructors in the core of ASCI courses fully expect that you will look back on your 4 years here and agree that you have met those outcomes. But each course will not address every outcome. Nor will each instructor make the same kinds of bridges between the ‘Arts’ (i.e., the Humanities and Social Science) and Science. We each have very different ranges of expertise and skill sets – that is one of the strengths of the program. Initially you as a student might have some difficulty seeing how each ASCI course fits into the bigger picture of the complete list of Learning Outcomes. So the purpose of this section is to show you how this course provides you with one piece of a larger puzzle that you will complete by Year Four. As you go through the ASCI courses and gain new pieces, the whole puzzle will unfold.

### **Pieces of the jigsaw puzzle of learning outcomes**

In the table below, the learning outcomes listed above are broken down into their components. The components you will be exposed to in this course are highlighted. You will work on other components on other courses to complete the table by year 4. The table also indicates the level of competence that you are expected to achieve in each component in the course of this semester. The following terms are used in the table to describe the activities you will undertake:

**Introduction** – You are introduced to information relevant to the competency, and register this new knowledge

**Practise 1-4** – You perform exercises that let you practise new or old skills, learn new or add to old knowledge, in order to improve your competence in them. The number indicates the year-level and gives an indication of the increasing degree of difficulty from year 1 to year 4

**Teach 1-4** – You become sufficiently well versed in an area of knowledge or skill that you are able to teach it to peers or persons junior to you. The number indicates the year-level.

**Apply 1-4** – you become sufficiently well versed in an area of knowledge or skill that you are able to apply it in a real-world situation. The number indicates the year-level.

The following terms are used in the table to indicate the degree to which you should learn each skill, based on the level of practise.

**Competence 1-4** – you reach a level of competence that is related to the year you are in, and which should increase from year 1 to year 4

**Mastery** – you further refine your knowledge and skill to reach a high level of expertise in the in the relevant component. It is expected that you will not reach this level until year 4 or after.

a. Solve problems	Using Humanities/Social Science methods	Using methods from Science	Integrating both types of method	
	Practise3 Apply3 Competence3			
b. Communication	Written	Oral	Academic audience	General audience
	Practise3 Apply3 Teach3 Competence 3	Practise3 Apply3 Teach3 Competence 3	Practise3 Apply3 Teach3 Competence 3	
c. Research	Traditional sources	Electronic sources	Humanities/Social Science context	Scientific Context
	Practise3 Apply3 Teach3 Competence 3	Practise3 Apply3 Teach3 Competence 3	Practise3 Apply3 Teach3 Competence 3	
d. Think	Creatively	Analytically		
	Practise3 Apply3 Teach3 Competence 3	Practise3 Apply3 Teach3 Competence 3		
e. Risk Society	Handle complexity	Handle ambiguity		
	Practise3 Apply3 Teach3 Competence 3	Practise3 Apply3 Teach3 Competence 3		
f. Experiential learning	Learning by experience	Understanding global citizenship		

		Practise3 Apply3 Teach3 Competence 3		
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## College of Arts Standard Statement of Expectations

### E-mail Communication

As per university regulations, all students are required to check their <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, 9 March 2018); 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. For more information see the SAS web site.

### 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.