1 Course Details

1.1 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. Students will conduct research and seminars on a selected topic while simultaneously completing a placement in a community agency appropriate to that topic. (See the B.A.S. program website for topics.)

Pre-Requisites: ASCI*2000 or ASCI*2050
Restrictions: Registration in the BAS degree program.

1.2 Course Description

Working in groups of approximately five, students will engage in a community-based research projects with select partners. Projects will involve doing community-based research on questions of interest to the partners, generating some sort of final product which will be of use to the partner. Along the way, the instructor and students will engage in academic reading and general inquiry into the themes of the course—for 2019, centered around community engagement and access to food. In addition, we will reflect critically on the theory, practice, and ethics of community-based research and our positions as academics, researchers, students, knowledge producers/consumers, member of the university, member of community, and contributor to society.

1.3 Timetable

We meet Mondays from 7:00 to 9:50pm in MCKN 312 from September 9th through November 25th 2019. Please note that the university calendar has rescheduled the class that would normally occur on Thanksgiving to Friday, November 29th. Attendance at all sessions is required.

1.4 Final Exam

There is no final exam, but your final projects will be due during the exam period.
2 Instructional Support

2.1 Instructional Support Team

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Joshua Theodore Bazuin PhD</th>
</tr>
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<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:jbazuin@uoguelph.ca">jbazuin@uoguelph.ca</a></td>
</tr>
<tr>
<td>Office:</td>
<td>MCKN 043</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Office hours are Mondays 5:30 to 6:30, or by appointment. Office hours by appointment will usually be held at 160 Chancellor's Way.</td>
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</table>

3 Learning Resources

There is no textbook for this course. Required readings will be distributed via CourseLink and/or the library’s ARES system. Students will read and research extensively in relation to their community project’s area of study and focus.

This syllabus, as far as readings are concerned, is a living document: should adjustments be necessary or desirable, a revised course outline will be announced in-class and distributed electronically.

3.1 Required Resources

CourseLink (Website)
https://courselink.uoguelph.ca
You will find the most up-to-date versions of the course outline and links to required readings on CourseLink.

OneDrive (Website)
https://www.office.com
If you are not already, you need to become familiar with the University’s Office365 system, particularly OneDrive. As part of your projects, you will be generating multiple documents and other files that will need to be shared. OneDrive is the best option for sharing files among your group. You can log in https://www.office.com using your university credentials (your full email address). Use of other file sharing sites like Google Drive or DropBox to share any research-related files (survey data, transcripts, or similar products) is not permitted. You may also find other Office365 apps such as Teams, Planner, or Tasks useful for coordinating your work.
4 Learning Outcomes

Upon completion of this course, students should develop civic leadership skills and increase their awareness and appreciation for the social relevance of their academic studies.

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Demonstrate a synthesized understanding of the key debates surrounding the conceptualization and practice of community engagement and its relationship to broader social innovation and social research, particularly as regards the themes of the course (Content Knowledge)

2. Master techniques for applied research in response to community needs. Skills will be developed in research design, methods selection, data collection techniques, and analysis (Applied Research and Knowledge Production)

3. Work effectively in a team based setting by making useful individual efforts to a collaborative research project in service of furthering a partnership with a community organization (Collaboration and Team Work)

4. Improve communication skills through effective and peer-reviewed written reports, oral presentations, and data visualization. These skills will also be developed through contributions to and facilitation of classroom discussion.

4.2 Learning Outcomes

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.

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.

5 Teaching and Learning Activities

Each class session will generally have two elements:

1. A seminar-style format for the first half, where we discuss readings or learn about techniques or policies (e.g., related to research ethics)
2. Group work in the second half, where you collaborate on your project with other group members and provide an oral update to the instructor

Attendance at both halves is required.

The readings listed below will change as the needs of groups and partners become clearer. Please always consult Courselink before doing any reading, as the most up-to-date information will be found there.

5.1 Seminar

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<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Reference</th>
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<tbody>
<tr>
<td>Week</td>
<td>Topic</td>
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<tr>
<td>Week 8</td>
<td>Rethinking Research</td>
<td>McIntyre, A. (2008). What constitutes “research” in participatory action research? In A. McIntyre, Participatory action research (pp. 49-60). Los Angeles, CA: Sage</td>
</tr>
<tr>
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<tr>
<td>Week 10</td>
<td>Presentations</td>
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<tr>
<td>Week 11</td>
<td>Presentations</td>
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<td></td>
<td>Last Class: Wrap up and Reflection</td>
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6 Assessments

The majority of your assessment will be based on process and final deliverables for your community projects, but there will also be some reading accountability quizzes.

6.1 Marking Schemes & Distributions
<table>
<thead>
<tr>
<th>Item</th>
<th>Portion of Final Grade</th>
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<tbody>
<tr>
<td>1. Quizzes</td>
<td>10% (1.25% each quiz)</td>
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<tr>
<td>2. Literature Review (Individual)</td>
<td>10%</td>
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<tr>
<td>3. Project Charter (Group)</td>
<td>5%</td>
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<tr>
<td>4. Project Log (Individual)</td>
<td>15%</td>
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<tr>
<td>5. Project Presentation (Group)</td>
<td>10%</td>
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<tr>
<td>6. Project Final Product (Group/Individual)</td>
<td>40%</td>
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<tr>
<td>7. Project Reflection (Individual)</td>
<td>10%</td>
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### 6.2 Assessment Details

**Reading Accountability Quizzes (10%)**

There will be 10 in-class quizzes over the term, focusing on the content of the reading that was assigned for that week. Quizzes will be no more than five questions long, with multiple choice, fill-in-the-blank, and/or true/false type questions. Quizzes can only be taken in class, and there will be no make-up quiz if you miss a session (exceptions to this policy are outlined in the Undergraduate Calendar and generally require supporting documentation). Your top eight scores will count towards your grade (each quiz will be worth 1.25% of your final grade).

**Individual Goals and Literature Review (10%)**

**Due: Mon, Sep 23**

This paper serves as a preliminary literature review and supports students in locating relevant scholarship on a topic or issue related to the community organization, critically analyzing academic sources and building the foundations for a research-informed project proposal.

In 1500 words (excluding reference list), students should summarise and synthesise the evidence base gathered thus far, citing a minimum of 8 peer-reviewed academic journal articles, and supplemented with 2 organization-specific or organization-adjacent information (for example, government publications or NGO reports). What have you learned about the community partner’s context thus far (broadly and/or narrowly conceived)? What recommendations or best practices could be applied to your project design or implementation?

In response to the literature review, the student will identify no more than five personally resonant questions, techniques, or goals they want to answer, learn, or reflect upon using their project over the course of the term.
Project Charter (5%)
Due: Mon, Sep 30

This assignment supports groups in identifying their broad and specific goals for the community project, and to detail the roles and responsibilities of group members. Following the format provided on CourseLink, the project charter will clearly articulate the project’s guiding questions and goals, relevant background information (to be derived from student’s individual literature reviews), as well as the methods, deliverables, and timelines negotiated with the community partner. The charter must be approved by the community partner.

Students will present their projects to each other in class, in presentations no more than 10 minutes long. An effective presentation method could be inspired by a PechaKucha-inspired format (a concise visual presentation, keeping text to a minimum), followed by audience questions and clarifications. For examples of this approach, please visit: https://www.pechakucha.org

Individual Project Log (15%)
Date: ongoing

Individual project log entries are to be completed on a weekly basis using the format provided via OneDrive/Courselink (to be confirmed). They should describe in a brief narrative what you as individual contributed to your group project over the course of the previous week as well as an accounting of the number of hours you spent a) in direct contact with community partners and their constituents, and b) in tasks such as analysis, writing, and administration related to your project. The log should also contain a brief (approximately two paragraph) weekly reflection on your progress and your learning to date. Late log entries will not be accepted.

As part of the project log, the following components are required

1. By Sept 30: Online research ethics training certificate submission. If you have already taken the CITI research ethics training (both modules), submit your completion certificate. If not, take it and submit your certificate.

2. By October 13: Completed, polished drafts of your data collection instruments, recruitment materials, and consent documents

Group Presentation (10%)
Date: November 18 and 25th

On November 18th and 25th, groups will have up to 45 minutes to present their community project to fellow class members and community partners, followed by audience questions and clarifications. Beyond summarizing the structure, implementation and evaluation of the community project, this assignment involves utilizing creative supporting material (short
videos, images, drawings, music, poetry, artifacts, popular media and/or news sources) and facilitating a classroom discussion, demonstration or activity. All members should present a roughly equal amount of content with a minimum of redundancy.

Individual Reflection (10%)
Due: Fri, Nov 30

This paper provides students the opportunity to reflect upon and articulate the content knowledge, transferable skills and personal insights they have gained over the course of the semester.

In 750 words, students should draw upon specific examples or vignettes to assess their personal contribution to the development of the community project, as well as the key learnings derived from their wider participation in the course.

Group Final Product (40%)
Due: Fri, Dec 7

This assignment provides groups the opportunity to showcase an innovative, interdisciplinary and research-informed community project, which has been achieved through combined effort. The final product might be a report, but it could equally be a website, short documentary, or other product that demonstrates substantial work and evidence of community-engaged research.

While this is a group project, members can choose to be graded as a group or individually. If graded individually, the contributions of each group member must be made clear. Each group member should contribute at least 5 double-spaced pages to the final report if it takes a written format (or equivalent if submitted in another format).

6.3 General guidelines for all assignments

All written assignments must have a title, page numbers, citations (where required), and reference list (where required). I do not require a particular layout format or title page. Use a parenthetical author-date citation style (such as APA or Chicago author-date) and use it consistently; I will not penalize occasional minor discrepancies from the prescribed style, but I value consistency, ease of read, and the ability to easily locate a reference you have used. Do not use footnotes or endnotes for citations; use footnotes very sparingly (if at all) to further explain a minor point or to point the reader to additional resources. Use of headings and sub-headings can enhance reading comprehension and make the structure of your argument clearer, but headings at the same level must be formatted in the same way and
headings at different levels must be formatted differently. Prioritize academic literature and well-sourced technical reports rather than grey literature (e.g., journalism) or general websites for your sources.

7 Course Statements

7.1 Attendance

This course will employ a range of pedagogical techniques, including substantial group work. While I will make slides, handouts, and other materials available online, attendance is nonetheless mandatory for the full duration of every class session.

If you need to miss class because of illness, bereavement, or other reasons, please email me as soon as possible, preferably in advance of your absence. The in-class quizzes cannot be made up outside of class time, but you can miss up to two without having a negative effect on your final grade.

7.2 Preparation and participation

I hope to foster a spirit of collaboration and constructive criticism that will help us all grow and develop skills as scholars. The success of the entire class depends on active and informed engagement. This includes completing graded assignments and ungraded activities in a thorough and careful way and demonstrating initiative by introducing timely and supplementary topics into classroom discussions. You should come to class well prepared to contribute fully to our discussion. Effective participation is required of all students to make this course format successful.

In order to participate adequately, students must come to class prepared, having completed the assigned reading for the week. Participation requires active participation in class discussions, engaging with course materials, and good collaboration in group work.

7.3 Technology use

There may be times that having a laptop or tablet with you can be extremely useful during class, and I encourage you to bring them if you have one available.

That said, the misuse of laptops, tablets, and phones can equally distract you and the people around you. I reserve the right to require that all screen-based technology be turned off or put away during certain class times (e.g., while listening to a presentation by a guest speaker),
with exceptions granted to people requiring assistive technologies.

7.4 Details on academic integrity

The University statement on academic misconduct appears below. Please know that academic misconduct can include plagiarism, unauthorized collaboration with classmates (including group work for assignments intended to be completed individually or allowing a classmate to copy your work), falsification of data or results, submitting the same work for different courses without prior authorization, misrepresenting your or someone else’s compliance with attendance or other course requirements, and more.

To avoid plagiarism, remember that you are required to fully and properly cite all sources you utilize for an assignment. It is good practice to document all sources while you conduct exploratory research so that you can avoid inadvertent plagiarism when writing. Copying or paraphrasing large blocks of text from a single source, even with attribution, is often not an acceptable practice. Rephrasing someone else’s ideas or arguments and presenting them as your own is likewise unacceptable.

7.5 Late assignments

Assignments submitted late will be penalized at a rate of 10 percent per 24 hour period, including weekends. If you have circumstances that make it difficult to meet a course deadline, please contact the instructor well in advance of the due date to make arrangements.

7.6 Grading appeals

Sometimes I may make an error in grading, perhaps adding up the points earned on a quiz incorrectly or inadvertently skipping an answer on an exam. In simple cases like this, please bring the error to my attention after class or during office hours. However, in cases where you disagree with the evaluation I have made of your written work, I have an appeals process. First, please carefully re-read your assignment and consider my feedback. Second, wait 24 hours after receiving the assignment (not just the grade) back; I will not consider any appeal submitted before the 24 hour period has finished. Third, write me at least a paragraph which directly engages my feedback to describe why you think I have not fairly considered your work. Send me that paragraph by email along with a request for a meeting. When we meet, be prepared to further discuss my feedback and your assignment and to present your perspective on the quality of your work. If after discussion with me you continue to be unsatisfied with your grade, you have the (time-limited) right to appeal according to the process set out in the Academic Consideration, Appeals, and Petitions sections of the
In the interest of fairness, I do not offer extra credit assignments to individual students.

8 University Statements

8.1 Email Communication

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

8.2 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. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml

Graduate Calendar - Grounds for Academic Consideration
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions
https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

Graduate Calendar - Registration Changes
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-regregchg.shtml

Associate Diploma Calendar - Dropping Courses
https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml
8.4 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.

8.5 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 Guelph students, information can be found on the SAS website https://www.uoguelph.ca/sas

For Ridgetown students, information can be found on the Ridgetown SAS website https://www.ridgetownc.com/services/accessibilityservices.cfm

8.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct
https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

Graduate Calendar - Academic Misconduct
8.7 Recording of Materials

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

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph’s procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars
https://www.uoguelph.ca/academics/calendars