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

This course offers students the opportunity to study and practice community-engaged learning. ASCI 3000 integrates the curricular, co-curricular, and cross-disciplinary strands of the Arts and Sciences program and encourages students to reflect critically on what it means to be part of a community. In addition to academic study of experiential learning and ethics, students will work in groups with a community partner to conduct original research and to complete a community-based project. Students will complete the course with tangible professional development coupled with a greater awareness of the power and privilege of their educational experience.

Specific community projects will be announced at the beginning of the course. Students will be divided into groups of approximately 5 people and, supported by the course instructor, work directly with their assigned community partner.

We will primarily be using Microsoft Teams and CourseLink during the course.

1.3 Timetable

Mondays from 7:00pm to 9:50pm from Monday September 14th, 2020 to Monday November
30th and Friday December 4, 2020 have been set aside by the registrar for our course. There will be no class on Monday October 12, 2020. All our meetings will be online in a virtual classroom using a mixture of Microsoft Teams and CourseLink. This course will include synchronous and asynchronous delivery. Some weeks we will meet online during our allotted class time but, for the majority of the course, this is time that you will have to advance your coursework. See our class schedule for more detailed information.

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

There is no final exam in this course. Your final projects will be due during the exam period.

2 Instructional Support

In this course, you will be under the supervision of one instructor. Based on the community project you are assigned, you will also meet with community leaders to ensure your project meets the needs of their organization.

2.1 Instructional Support Team

**Instructor:** Kate Hoad-Reddick PhD
**Email:** hoadredk@uoguelph.ca

I will always be online and available during our allotted class time on Mondays from 7:00pm - 9:50pm so I encourage you to reach out to me during class time. Additional office hours are Tuesdays from 4:30pm to 5:30pm, or by appointment. Office hours will be held virtually via Microsoft Teams. You are welcome to video call, call or instant message me via Teams during office hours.

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 is a living document: should adjustments be necessary or desirable, a revised course outline will be announced in-class and distributed electronically.

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. Content Knowledge: Demonstrate a synthesized understanding of the key debates surrounding the conceptualization and practice of community engagement and its relationship to broader social innovation.

2. Planning and Organization: Establish meaningful partnerships with community organizations; formulate creative and interdisciplinary solutions to complex problems.

3. Oral Communication: Contribute to and facilitate classroom discussion; describe project plans clearly and concisely through visual presentations. Communicate and learn effectively in an online environment.

4. Research and Writing: Communicate specialized knowledge accurately and appropriately for the target audience; articulate self-awareness through personal reflection.

5. Collaborative Learning: Negotiate equitable distribution within team-based work; provide meaningful feedback to fellow class members.

6. Accountability and Empathy: Apply empathetic engagement with key social issues and accountability to do quality work for the organization.

5 Teaching and Learning Activities

5.1 Seminar

Week 1

Topics: Course Introduction & Overview | Synchronous

References: No readings required

We will meet for 1 hour (7:00pm to 8:00pm) synchronously online via Microsoft Teams to review the course outline, learn how to use Microsoft Teams, and so you have a chance to meet me “live.”

You will use the rest of the time to create your personal, introductory videos.
Week 2

Topics: Course Frameworks | Synchronous

References:


We will meet online (from 7:00pm to 8:30pm) for a synchronous discussion of this year’s community projects. The class as a whole will take part in a Community Project UNconference to explore the important questions at the heart of each project. You will then complete a quiz so I can divide you into your project and reporting groups.

Listen to a pre-recorded lecture to help you understand this week’s readings and complete Lecture Quiz 1 by Friday September 25th. Students requiring transcription services will be able to listen to this lecture via Microsoft Stream, a program that offers live transcription.

Week 3

Topics: Experiential Learning in Higher Education Settings | Hybrid

References:


Groups will meet online at an agreed-upon time and begin researching and formulating project plans. I will drop into each group discussion to see how your work is progressing. After my check-in, you can continue your meeting via instant message on Teams.

Listen to a pre-recorded lecture to help you understand this week’s readings and complete Lecture Quiz 2 by Friday October 2nd. Students requiring transcription services will be able to listen to this lecture via Microsoft Stream, a program that offers live transcription.
Week 4

Topics: Group Project Planning | Asynchronous

*Individual Literature Review and Group Project Plan Due by Friday October 9th.*

*Begin booking meetings with community partners for after the Fall Reading Break.*

Week 5

Topics: Holiday Break

No class October 12, 2020. Happy Thanksgiving!

Week 6

Topics: Guided Workshop | Diversity and Inclusion Training | Synchronous


*Mandatory attendance at this 2-hour synchronous workshop to prepare you for working with your community partners. Guest Speaker: Dr. Melissa Tanti*

Week 7

Topics: Dedicated Group Work Time | Asynchronous

References: Research and readings will vary across groups depending on the scope of research required for their project.

Students will work in a self-directed fashion, engaging with the instructor as required for clarification. These sessions will involve a combination of personal reflection activities, progress reporting and dedicated group work time. To further facilitate the exchange of ideas and discussion of best practices, students will be responsible to a ‘reporting group’ in addition to their ‘project group.’

Week 8
Topics: Dedicated Group Work Time | Asynchronous

References: Research and readings will vary across groups depending on the scope of research required for their project.

Students will work in a self-directed fashion, engaging with the instructor as required for clarification. These sessions will involve a combination of personal reflection activities, progress reporting and dedicated group work time. To further facilitate the exchange of ideas and discussion of best practices, students will be responsible to a ‘reporting group’ in addition to their ‘project group.’

Week 9

Topics: Dedicated Group Work Time | Asynchronous

References: Research and readings will vary across groups depending on the scope of research required for their project.

Students will work in a self-directed fashion, engaging with the instructor as required for clarification. These sessions will involve a combination of personal reflection activities, progress reporting and dedicated group work time. To further facilitate the exchange of ideas and discussion of best practices, students will be responsible to a ‘reporting group’ in addition to their ‘project group.’

Week 10

Topics: Group Presentations | Hybrid

References: No readings required

Week 11

Topics: Group Presentations | Hybrid

References: No readings required

Reporting Group Discussion Posts Due

Week 12

Topics: Conclusion and Course Summary | Synchronous

References: No readings required

Individual Reflections Due
**Final Project Deliverables Due before the end of exam period: Friday December 18, 2020.**

*We will meet synchronously for 30 minutes (from 7:00pm to 7:30pm) to wrap up the course and so I can wish you all well!*

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### 6 Assessments

Unless you have a legitimate and documented reason, late submissions will be penalized with a 5% deduction per day after the set deadline (individual weekend days included).

#### 6.1 Marking Schemes & Distributions

- **Literature Review** (individual grade) 10% | Learning Outcomes 1 & 4  
  - Project Planning 15% | Learning Outcomes 2, 3, 4, 5 & 6  
  Breakdown:
    
    - Group Plan (group grade) 5%  
    - Community Partner Conversation (individual grade) 10%

- **Final Deliverable and Presentation** (group/individual grade) 40% | All Learning Outcomes  
- **Individual Reflection** (individual grade) 15% | Learning Outcomes 1, 4 & 6  
- **Engagement** 20% | Learning Outcomes 1, 4, 5, 6  
  Breakdown:
    
    - Lecture Quiz 1 (individual grade) 5%  
    - Lecture Quiz 2 (individual grade) 5%  
    - Attendance at Diversity and Inclusion Workshop (individual grade) 5%  
    - Reporting Group Discussion Post (individual grade) 5%

#### 6.2 Assessment Details

**Literature Review (10%)**

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.
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? Please also list the keywords you found most useful in conducting your search. 1000 words

**Project Planning (15%)**
Group Plan (group grade) 5%

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.

In 750 words, groups should outline the community organization’s central need or request, the project’s purpose and target audience, the week-to-week benchmarks involved in designing the project, a list of deliverables and their potential impact, as well as how group members will share responsibilities/individually contribute. Submissions must also include a signed Memorandum of Understanding (MOU).

Community Partner Conversation (individual grade) 10%

Groups will meet with their community partner to clarify the parameters of their community project. Students will be assessed on how effectively they engage with the partner. Students will be assessed by the instructor live during the conversation based on a rubric provided ahead of the conversation.

**Final Deliverable and Presentation (40%)**
This assignment provides groups the opportunity to showcase an innovative, interdisciplinary and research-informed community project, which has been achieved through combined effort. In 1000 words, groups should summarize the structure, implementation and evaluation of the community project, including any challenges or hesitations they encountered or foresee. Submissions must also include a copy of all deliverables.

**Individual Reflection (15%)**
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.

**Engagement (20%)**
The success of an experiential education class is dependent on students taking ownership for their own learning and contributing to the learning environment of their peers. This includes completing the following assessments:

- Lecture Quiz 1 (individual grade) 5%
- Lecture Quiz 2 (individual grade) 5%
- Attendance at Diversity and Inclusion Workshop (individual grade) 5%
7 Course Statements

7.1 Additional Class Expectations

Enthusiasm and Respect for Learning: 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. Our classroom is a place of respect, equality, and curiosity. Please bring your best to our learning environment.

Engagement with Community: During online meetings with community partners, it is expected, where possible, for you to be engaged in the conversation with your video turned on.

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.
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
https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml

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

8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

8.10 Illness

The University will not require verification of illness (doctor’s notes) for the fall 2020 or winter 2021 semesters.