CSL 350 SPRING 2015

SYLLABUS
Community Service Learning
University of Alberta

CSL 350: Engaging At-Risk Youth
Lecture: Monday and Wednesday 1:00pm – 3:00pm
Location: 2 – 17 Humanities Centre
Seminar: Friday 5:00pm – 6:30pm “Youth 4 YEG”
Location: Enterprise Square 2-938 (2nd floor)
10230 Jasper Ave.
Course Duration: May 4, 2015 – June 10, 2015

Instructor: Tristan Hopper
E-mail: tdhopper@ualberta.ca
Office Hours: After class, or by arranged appointment

A note from me to you: I am very excited to be engaged in the learning process with you in this course! Our 6-weeks together will be filled with discussion, learning and fun and I hope that the information you learn in the course will assist you in your future work. I expect participation from you in the learning process – meaning that you are to be an active participant in the class, not just a passive listener. Each of us comes with knowledge, gifts and strengths to share. I strive to be available for you, both inside and outside of the classroom. Please seek me out if you have questions or concerns about the course and your progression.

COURSE DESCRIPTION
Many youth people are labeled at risk by service providers, the school system, the criminal justice system and society as a whole. This course will examine theories of youth “at-risk,” the issues that create marginalization, stigmatization and specifically how community agencies aim to and respond to engaging youth labeled “at-risk” in the community. The material presented in the course will require you to reflect and critically review readings and concepts that may either support or challenge students’ assumptions about youth labeled “at-risk.” The students registered in this course will also be required to participate in community-based learning experience that aim to enhance course material and experiential learning.

COURSE OBJECTIVES
Upon completion of this course students should be able to:
• Understand the labeling and the framing of youth from a variety of sociological perspectives

1 “Policy about course outlines can be found in Section 23.4(2) of the University Calendar.”
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- Critically evaluate the representation of youth – particularly youth labeled “at risk” within society
- To incorporate and situate your service learning experience in a wider social context including that of economic and political contexts
- To evaluate the lived experiences and socio-economic status, gender, race and sexuality) of youths’ and the impacts these may have on life chances
- Understand the relationships between and the importance of engagement and empowerment when working with youth labeled “at-risk.”

REQUIRED TEXTBOOK

Additional readings will be made available online on the course site in e-class.

ASSESSMENTS AND LEARNING EXPERIENCES
Introductory Photo Assignment (5%)
Prior to our first day of class, do some informal observation. Where do you see youth? What impressions do you have? What do you observe about how youth interact with each other, and with adults in different settings? How does society react to the youth? Negatively positively? What are your experiences with stigma around youth? Based on your observations, take a photograph that represents an issue faced by youth today. E-mail your photograph to your instructor (tdhopper@ualberta.ca). On the first day of class, I’ll have a slide show of our photos ready. Be prepared to introduce yourself, tell us why you are taking CSL 350, and why you chose to take the picture you did. How did you informal observations lead you to make this choice? What does your photograph “say” about an issue of importance to youth?

Participation and Attendance (5%)
This portion of the class will be assessed via your attendance and engagement with the course readings and discussion. As noted above, each of us has strengths and I expect each person to participate in their own way to class discussion and activities.

Weekly Reflection Papers (35%)
Each week during the course, you will complete a reflection based on a structured topic or activity. The goal of this assessment is to help you to hone empathy, and gain awareness of your own values and assumptions, and perhaps to critically challenge these as you learn. Further, students should attempt to incorporate some of the weekly readings and experiences during your community learning to the reflections. Incorporating this content will help build your skills in critical reflection practices. The papers will be completed privately, but you should be prepared to discuss them in class with your classmates. Topics will be posted on the course
website one week prior. The papers will be due on Wednesday's at the start of class and should be no longer than **three (3)** double spaced pages.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Wednesday May 6, 2015</td>
<td>7%</td>
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<tr>
<td>Wednesday May 13, 2015</td>
<td>7%</td>
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<tr>
<td>Wednesday May 20, 2015</td>
<td>7%</td>
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<tr>
<td>Wednesday May 27, 2015</td>
<td>7%</td>
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<tr>
<td>Wednesday June 3, 2015</td>
<td>7%</td>
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*Class Presentation (Small Groups) (15%)*
You will partner with classmates (around 3 of you) to prepare an overview of a class reading, and lead an activity with the class. The presentation should be **50mins** long and allow **10mins** wrap-up. I would encourage you to think about an engaging way to present your material – better marks will be given to groups who involve the class in discussions and activities. Presentation dates will be decided the second class.

*Final Paper (40%) Due June 10th, 2015 in class*
The final paper should be approximately 1,500 words, excluding references. The paper should be completed in the American Psychology Association (APA) 6th edition referencing. For additional resources on APA, please see your instructor and on the course site. By the end of Week **Two**, you will contract with me to complete one of the following two options, **on your own or with a partner**:

- **Option A:** You will develop a reflective paper about your service placement. This paper will describe the organization you work with (its history, mission, setting in the community, clientele, etc.) and analyze its strengths and challenges. To do this analysis, you have to situate your placement agency within larger society, drawing on course readings, placement experiences, and your own research efforts.
- **Option B:** You will develop a research paper on a topic of your choice, so long as it relates to course content. You may bring your placement experiences in here if you choose, but the focus will be on developing knowledge and understanding of the issue that you are interested in exploring.

*LATE ASSIGNMENTS*
I do not mind making accommodations for a late submission of an assignment. Granted you discuss it with me in advance (not the day it is due) and it is for a legitimate reason. Assignments submitted late without discussion or accommodations made with me will be deducted **10%** per day. This is to make it fair for the students who submit their work on time or make the appropriate arrangements.
GRADING

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Instructor Comments</th>
<th>Letter Grade</th>
<th>GPA Conversion</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>Work in this range is of high quality and exceeds expectations at the undergraduate level. An A- represents strong academic performance. An A marks exceptional performance.</td>
<td>A+</td>
<td>4.0</td>
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<td></td>
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<td>A</td>
<td>4.0</td>
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<td></td>
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<td>A-</td>
<td>3.7</td>
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<tr>
<td>Good</td>
<td>The majority of students fall in this range. It represents good quality work at the undergraduate level, marking expected comprehension and depth of understanding at the undergraduate level.</td>
<td>B+</td>
<td>3.3</td>
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<td></td>
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<td>B</td>
<td>3.0</td>
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<td></td>
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<td>B-</td>
<td>2.7</td>
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<td>Satisfactory</td>
<td>Work at this level is acceptable, but of somewhat lower quality than that expected in a university course. Weak effort and sporadic/poor attendance are likely to contribute to a below average grade.</td>
<td>C+</td>
<td>2.3</td>
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<td></td>
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<td>C</td>
<td>2.0</td>
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<td></td>
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<td>C-</td>
<td>1.7</td>
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<td>Poor/Minimal Pass</td>
<td>Work at this level does not meet course standards.</td>
<td>D+</td>
<td>1.3</td>
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<td>Failure</td>
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<td>D</td>
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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](http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) and avoid any behavior 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 that all students, faculty and staff are able to work and study 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 directs 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 student ombuds service: ([http://www.ombudservice.ualberta.ca/](http://www.ombudservice.ualberta.ca/)). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at [http://gfcpolicymanual.ualberta.ca/](http://gfcpolicymanual.ualberta.ca/)
PLAGIARISM AND CHEATING
All students should consult the “Truth-In-Education” handbook or Website (http://www.uofaweb.ualberta.ca/TIE/) regarding the definitions of plagiarism and its consequences when detected. Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. 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. Before unpleasantness occurs consult http://www.uofaweb.ualberta.ca/TIE/; also discuss this matter with any tutor(s) and with your instructor.

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 instructor 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 instructor.

ATTENDANCE, ABSENCES AND MISSED ASSIGNMENTS
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 23.3(1) and 23.5.6 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.

SPECIALIZED SUPPORT & DISABILITY 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 Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sdsrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssd.ualberta.ca ).