UNIVERSITY OF ALBERTA
FACULTY OF ARTS
Community Service-Learning

CSL 100: Introduction to Community Engagement
Winter 2016

Instructor: Dr. Daniel M. Johnson
Class Time: Tuesday 5:00-8:00
Class Location: HC 2-22
Email: dmjohnson@ualberta.ca
Office Hours: By appointment
Phone: (780) 999-4400

Course Website: CSL 100 eClass

“Policy about course outlines can be found in Section 23.4(2) of the University Calendar.”

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc?

☐ Yes ☒ No, not needed. No such projects approved.

Community Service-Learning component

☒ Required ☐ Optional ☐ N/A

Past or Representative Evaluative Course Material Available

☐ Exam registry – Students’ Union
http://www.su.ualberta.ca/services_and_businesses/services/infolink/exams
☐ See explanations below
☐ Document distributed in class
☐ Other (please specify)
☒ NA

CALENDAR DESCRIPTION

An interdisciplinary introduction to community and civic engagement for students interested in preparing the groundwork for undertaking further experiential educational opportunities (e.g., Internships, Study Abroad, CSL).

ABOUT CSL 100

CSL 100 includes a mandatory community service-learning (CSL) component. Students will be required to volunteer 20 hours with a community partner outside of scheduled class time.

CSL 100 will focus on several key themes: critical pedagogy, organizing for systemic/structural social change, harm reduction, and critical approaches to community engagement and social service work.

The tone will be overtly political, oriented toward activism and social change.
INSTRUCTOR AVAILABILITY

I work full time as the Program Manager at the Women’s Emergency Accommodation Centre (E4C-WEAC). I have provided my cell phone (780-999-4400) as a means of contacting me during the day. As this phone is intended for the use of WEAC business, I ask that you only phone me regarding urgent matters that cannot be addressed in class or by e-mail.

However, please feel free to text me at this number.

I will be available to meet students by appointment only. Please send me an e-mail to schedule an appointment.

COURSE GOALS AND OBJECTIVES

The course will examine how university-community partnerships can co-create knowledges and practices (theory and praxis) that are beneficial to diverse constituencies.

Course objectives include:

- To theorize ways that community-based research and practice can be used toward goals of social justice, decolonization, resurgence, and liberation
- To meaningfully engage with communities in Edmonton to co-create research projects that work toward social justice that is defined primarily by and in collaboration with community partners through community service-learning
- To engage in critical, collaborative, action-oriented research activities
- To further refine students’ critical thinking, reflection, reading, and writing skills

Announcements, course materials, and other information will be disseminated via the course website (eClass).

REQUIRED TEXTS

The following books are available at the University of Alberta Bookstore:


Additional readings will be made available in class and via the course website.
COURSE EVALUATION

Class Attendance and Participation 10%  (See page 4)
Weekly Reading Question/Topic for Discussion 10%
Presentation 10%
Reflection Essays 50%
Final Project Outcome and Presentation (including CSL Completion Form) 20%  Due April 5

LATE ASSIGNMENTS AND ABSENCES

Generally, late assignments will not be accepted. Exceptions will be made under extenuating circumstances and if suitable arrangements are made in advance of the due date (subject to the instructor's approval). Electronic versions of assignments will not be accepted.

In the event that you are absent from class for a prolonged period of time, please contact the instructor by e-mail to make arrangements for assignments and missed work.

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) and avoid any behaviour 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 direct 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 ombudservice: (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/).
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 GRADE COMPONENTS

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.

A NOTE ON ATTENDANCE AND PARTICIPATION

Class participation comprises both regular attendance and participation in class discussions and activities. In the event of an absence, students are responsible for collecting notes and materials from a fellow student. Students are expected to be in class on time.

Participation in class also requires that students complete readings prior to the class in which they are reviewed/discussed, and coming to class prepared to make thoughtful contributions to discussions.

SPECIALIZED SUPPORT AND 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 ssdsrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).
CLASS SCHEDULE

★ indicates the reading will be posted to the course website.

WEEK ONE
Tuesday, Jan. 5
** CSL Placement Choices due by Friday, Jan. 8 at 11:59 pm (see page 7)**
Introduction to CSL at the University of Alberta and community partners
Participant introductions and discussion

WEEK TWO
Tuesday, Jan. 12


WEEK THREE
Tuesday, Jan. 19


WEEK FOUR
Tuesday, Jan. 26

Reading: Freire, Pedagogy of the Oppressed, 35-69.

WEEK FIVE
Tuesday, Feb. 2

Reading: Freire, Pedagogy of the Oppressed, 71-124

WEEK SIX
Tuesday, Feb. 9

Reading: Freire, Pedagogy of the Oppressed, 125-183.

** READING WEEK **
February 15-19
WEEK SEVEN
Tuesday, Feb. 23

Reading: Turbett, Doing Radical Social Work, 73-96.

WEEK EIGHT
Tuesday, Mar. 1

Reading: Turbett, Doing Radical Social Work, 116-143.

WEEK NINE
Tuesday, Mar. 8


WEEK TEN
Tuesday, Mar. 15


WEEK ELEVEN
Tuesday, Mar. 22


WEEK TWELVE
Tuesday, Mar. 29

To be announced

WEEK THIRTEEN
Tuesday, Apr. 5

** Dec. 1: Final day to hand in CSL 100 Completion Form **

Presentation of Term Projects
CHOOSING A COMMUNITY PLACEMENT

Community partners will visit class on Tuesday, Jan. 5. This will be your opportunity to ask questions and learn more about the community partners and their projects. Please log on to the CSL Portal and review the community projects prior to this class.

On Friday, Jan. 8 by 11:59 pm you are asked to send the instructor an e-mail (dmjohnson@ualberta.ca) that contains the following:

- your name and contact information (these will be forwarded to your community partner)
- 1-3 sentences about why you are enrolled in CSL 100
- list any prior CSL placements you have had in University of Alberta courses
- your top two choices for a community placement, with 3-4 sentences explaining (1) why you have made these choices, (2) what you hope to contribute to each project, and (3) what you hope to learn from each placement
- anything else you think the instructor and/or community partners should know

You will be informed of the one community placement to which you will be assigned prior to class on Tuesday, Jan 12.

FACULTY OF ARTS GRADING SCALE

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