Fridays, noon-2pm. OISE 5150

Instructor’s email, office hours and office location found by clicking on instructor’s profile on Quercus.

This service-learning course aims to provide PCJ students with a semester of experiential learning, and with the tools to make the most of their work with a partner organization. Students will be placed in teams assigned to community non-governmental organizations (NGOs), and these teams will be tasked to design and implement projects that will benefit the NGOs. Students are asked to apply their accumulated and growing education in PCJ to the “real world” of a Toronto NGO. It is hoped that these experiences will benefit students and partner organizations alike, and that some students may be inspired by their experiences to look to the not-for-profit sector for careers; and/or to commit to community activism throughout their adult lives.

Find texts on Quercus and/or by following links to UT Library. Link won’t open? You might need to be logged into the Library with your UTOR id first. Still won’t open? Go to https://onesearch.library.utoronto.ca/ and enter the title.

Reading to be completed before the start of each class. Follow links and/or find readings on Quercus.

Calendar:

January 9 (Wednesday), by 2PM. Placements Paper due. Submit hard copy to main desk, South wing, Munk School of Global Affairs, 1 Devonshire Pl. The staff will date/time stamp your submission and place it in instructor’s mailbox. E-mailed submissions will be deleted. If you cannot be on campus today, please have a friend or classmate help, or submit it earlier in the week.

January 11. Sorting self and society: introducing service learning


January 18. Reflexivity in service-learning and the practice of PCJ.
Readings required, but NO CLASS MEETING TODAY: please visit partner organizations today with your team, if at all possible.

Getto, Guiseppe and Dennis McCunney. 2016. “Moving from Traditional to Critical Service-Learning: Reflexivity, Reciprocity, and Place,” IN Tinkler, Alan S., Barri E. Tinkler, Virginia M. Jagla, and

**January 25. Group plans for service-learning: submit and discuss**

Group plan of action due. To be submitted in writing, and discussed informally in class.

**February 1. Who Belongs to the Future?**


**February 4 (Monday)** Reflection piece number 1 due today. Submit hard copy to main desk, South wing, Munk School of Global Affairs, 1 Devonshire Pl. Staff will date/time stamp your submission and place it in instructor’s mailbox. E-mailed submissions will be deleted. If you cannot be on campus today, please have a friend or classmate help, or submit it earlier in the week. Also must be submitted (before midnight) to Turnitin.com (see Discussion Board on Quercus for codes and more).

**February 8. Positioning ourselves in relation to social issues**


**February 15. The community in the classroom**

Group reports today. Progress reports; each team to present to class. Update class on progress made, difficulties encountered, advice sought, and goals. Each team will take a 5-10 minute turn at the front of the class.


**February 22. Reading Week. (No classes scheduled. Feel free to meet with team and/or NGO)**

**March 1. Readings required, but NO CLASS MEETING TODAY:** please use this day (or some other time this week) to meet with your NGO (or just use for team time, which ever is more appropriate).


**March 8. Whose community is this?**

Group progress reports today. Progress reports; each team to present to class (no written submission). Update class on progress made, difficulties encountered, advice sought, and goals. Each team will take a 5-10 minute turn. We hope to hear from all members of the team. These reports are should be informed (clear awareness of progress, difficulties, tasks undone), but informal (no PPT, no reading from scripts; just exchanging ideas with classmates).
March 14 (Thursday). Reflection piece number 2 due today. Submit hard copy to main desk, South wing, Munk School of Global Affairs, 1 Devonshire Pl. Staff will date/time stamp your submission and place it in instructor’s mailbox. E-mailed submissions will be deleted. If you cannot be on campus today, please have a friend or classmate help, or submit it earlier in the week. Also must be submitted (before midnight) to Turnitin.com (see Discussion Board on Quercus for codes and more).

March 15. NO CLASS MEETING TODAY: please visit partner organizations today with your team, if possible (or on another day earlier this week).

March 22. Group presentations. Dress rehearsals of presentations to partner organizations.
Please deliver a polished presentation at the front of the class. May include PowerPoint, or similar. Audience members: please provide positive feedback and constructive criticism.

March 29. Group presentations. Dress rehearsals of presentations to partner organizations.
Please deliver a polished presentation at the front of the class. May include PowerPoint, or similar. Audience members: please provide positive feedback and constructive criticism.

April 5. Self assessments and critical futures
Feedback paper due. Please be prepared to share your personal thoughts on the service-learning experience.


Course marking:
Collaboration—with partner organizations and peers—is fundamental to this course, and a chief component of your success. We are tasked with making ourselves useful to some of Toronto’s leading NGOs: it is a privilege to serve them in their noble causes. Thus, each student is expected to be gracious, respectful, and generous with partner organizations. In group-work, each student is asked to find ways to contribute her ideas and talents, and to pool resources with her fellow PCJ students. Students are expected to work an average of 5 or more hours each week on behalf their service-learning partner organizations.

- 1 Placements paper. Your personal preference for placement. Handout with instructions posted to Quercus. 5%
- 2 Reflection papers, 750-1500 words, typed; each one worth 10%. Consider utilizing the DEAL model (see Quercus handout) See Reflection paper handout on Quercus. 20% total.
- 1 Group Plan of Action. Team submission: submit a plan of action for your partner organization. Working with the partner organization, define a set of clear, limited, and attainable goals for the semester. What will you accomplish? Set dates and deadlines. Delegate duties and roles. Each group to submit in writing (Feb. 7). Show careful thought as the project itself and to how project will be achieved. 10%
- Class participation. Attendance and participation are both required for this course. Participation includes contributing to class discussions, guest speakers, group discussions, group exercises, and group reports by offering ideas and by actively listening. Participation also includes in-class ungraded writing. Please strive at all times to be collaborative, kind, supportive, focused, and enthusiastic. Absences and inappropriate device usage may impact this mark severely. 20%
• **Partner evaluation**: Assessment based on partner organization’s confirmation that individual was a committed, respectful, well-informed, and engaged part of team; and based also on partner organization’s enthusiasm for the final project. 15%

• **Final team presentation to partner organizations**: (including practice presentation in-class, followed by presentation to organization; submission of PPT or similar to instructor). See handout on Quercus. 15%

• **Feedback paper**: a paragraph of constructive feedback for each peer in your group (with option not to share this feedback); and a 500-750 words of personal reflections on your role in the team and your relationship to the partner organization. 15%

• **Note on individual achievement**: Students bring different talents and different levels of involvement to their courses at U of T. The instructor will try to be mindful that the class as a whole and each group is comprised of differently motivated and diversely skilled students. Each student, for her part, is asked to elevate the achievement of the class and of her group—to bring out the best in one another and do right by our community partners.

• **Note on group achievement**: Teams are asked to not only overcome differences in skills, work styles, and personality, but to make the most of these diverse traits. Slob and neat freak, extravert and introvert, dreamers and pragmatists, people from different backgrounds: try to bring out one another’s best, rather than gripe about differences. Similarly, you may have disagreements or contrasting styles from persons of the partner organization. Try not to dominate or be dominated, nor resign yourself to independent work; try to compromise, uplift, and collaborate.

• **End of term round-ups are only awarded, not owed; based on courtesy in class (punctuality, device usage, chatting, etc.); and also positive response from peers and partner organizations.**

**Expectations, Policies, and Common Courtesy**

**Presence**: Students are expected to attend all classes. Each student is expected to have read and be prepared to discuss all required texts due that day. Each student should have the texts accessible in class. Note-taking is encouraged.

**Punctuality**: You are expected to arrive and be settled in your seat by the beginning of class and to remain until the end of class. Unless you become ill, do not begin packing up books or stand to leave before the end of class, because this is distracting to all. If you know you cannot stay for the entire period, please notify the instructor before class, then sit near the door and leave very quietly.

** Courtesy in class**: Every student is expected to pay close attention in the lecture or film. Refrain from talking during lectures and films, except to ask or respond to a question from the instructor. Even quiet talking is distracting and disrespectful for your fellow students and your instructor. Turn off mobile phones. Use computers ONLY for course readings and/or taking notes: surfing, email, social media, etc. are distracting to your peers and instructor. Earbuds and other headphones are strictly forbidden, except for students with hearing aids. Unless you’re suffering from significant physical or mental discomfort, you should not take a break during classtime.

**Email Communication**: Emailing with your professor is a form of professional communication. Please write courteously and clearly. Many questions should first be addressed to peers. Posting a question to Quercus is most welcome, since your concern might be echoed and answered by others. Much of the time, your classmates can help you and you can help them. The instructor will also be a frequent contributor on Quercus.

**Office hours**: Students are always welcome but please be mindful of the fact that office hours are limited and that there are only so many hours to divide between numerous students.

**Accommodations**: The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or
http://studentlife.utoronto.ca/accessibility. If you have religious scheduling concerns, please report these in the first or second week of class. I will do my utmost to respect disabilities and religious issues if they should arise.

**Missed tests or deadlines:**
If you do become ill (or otherwise incapacitated) you must provide Dr. Clark with appropriate documentation. For medical exemptions, only an official U of T form signed by your physician will be accepted. A blank copy of the U of T medical certificate should be available on-line from the Arts and Science website (try this [http://www.healthservice.utoronto.ca/pdfs/medcert.htm](http://www.healthservice.utoronto.ca/pdfs/medcert.htm)). For non-medical emergencies, please contact your college registrar, which may be able to provide a letter documenting your situation. Be aware that submitting a note which has been altered or obtained under false pretenses is considered a very serious offence by the University.

**PLAGIARISM.** While you may get lecture notes from other students for days when you are absent, the answers you submit must be your own independent work. Exercises in which duplication is detected will be severely penalized. For more details, see Academic Honesty; and the Code of Behaviour on Academic Matters in the UT Calendar for under the Code of Behaviour on Academic Matters. It is your responsibility to be familiar with this code, and adhere to it. By now you should be aware that the university expects your work to be done independently. Any attempt to gain undue advantage over your classmates by plagiarizing or other forms of cheating will be dealt with according to the Code of Behaviour on Academic Matters. If you have any questions about what is or is not plagiarism, please see [www.Plagiarism.org](http://www.Plagiarism.org).

**LATE EXERCISES:** (1) Late exercises will be penalized per calendar day, including weekends. Penalties are deducted from the mark on the assignment (not the student’s overall mark in the class). The penalty is 4% on the first day late, plus 1% per day thereafter including weekends and holidays. Late work may result in severe delays in marking.

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Interdependence is and ought to be as much the ideal of man as self-sufficiency. Man is a social being. Without interrelation with society he cannot realize his oneness with the universe or suppress his egotism. His social interdependence enables him to test his faith and to prove himself on the touchstone of reality.

— Mahatma Gandhi —

AZ QUOTES