PCJ362H1S
Service-Learning
Winter 2022
Fridays, 12-2 pm.

University of Toronto
Dr. Dylan Clark

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Mondays and Wednesdays, 1-2 pm, online (click on Quercus profile for Zoom links and further details).

We are using Quercus for this course. There, you will find assignments, marks, announcements, discussions, etc.

Online for January. In-person thereafter (unless UT extends online learning). Please attend live: classes will not be recorded. If possible, please have your camera on. We will then be in the classroom together, masked up, on Fridays.
**Fridays**, during class time, and perhaps before/after class, may be an ideal day to plan team meetings (and individual work) because you can be sure that everyone has that time in their calendar. Whether on Fridays or another day, please coordinate with your teammates to have weekly time set aside for your projects.

As we look to many parts of the world, we may have cause to worry: democracy is under duress, inequality is rising, and extremists are in some places resurgent. We might argue that social malaise happens partly when people are economically and politically disempowered. And so, we can ask: how can service—broadly defined—be a part of restoring and revitalizing political, economic, and natural circumstances?

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 earnestly hoped that these experiences will benefit students and partner organizations alike. In addition to helping their NGO with useful projects, it is hoped that some students may be inspired by their experiences to consider the not-for-profit sector for careers; and that all PCJ students will commit to community activism throughout their adult lives.

**Skills to cultivate this semester may include:** project management, research, team-building, consensus-building, mediation, report writing, and professional communication.

*No readings required for this course. You may opt to learn a bit more on your own about skills such as project management.*

**Calendar:**

**January 11** (Tuesday) **Placements Paper due online. 11:59pm**

**January 14**  
**Sorting self and society: introducing service learning**

Required class meeting:
- introducing the class
- Q and A about course
- the Sorting Hat!
- Break out into teams
- Very important: set up first meeting with your NGO.

**January 17-21**
- Meet with NGO by Jan. 21 if at all possible.
- This is a big week, because you need to get up to speed rapidly and immediately start outlining your project.

**January 21**  
Class meeting. Overview of team plans of action. Q and A. We probably won’t use all of class time. Better if you use the time to work on your team plan of action.
January 24-28

- Ideal scenario: you outline a plan of action, get the NGO’s feedback, then revise the plan of action accordingly.
- Friday: no class meeting.

January 28. **Team plan of action due.** To be submitted online (Quercus), by 11:59pm.

February 4

[It’s the Year of the Tiger! Happy New Year!]

- No class meeting
- Your projects are underway.
- February is your big month to really get a lot of the project complete

February 11

- **Progress reports from the following five teams: TBD**
- (Unmarked 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). Open to all students from all teams to attend, but not required.

Feb 17.

Attend Anti-Racism Workshop (3-5pm). PCJ Program will provide the details.

Feb 18

- **Progress reports from the following six teams: TBD**
- (see instructions above)
- You’re a month into the project(s): let’s hear how things are going.

Feb 25. **Reading Week**

- No class this week. Teams meet at their own discretion.

March 4

Show and share: project management apps. (**Due date** for class presentation—some presenters---or all written submissions)

March 11

Show and share: project management apps. (**Due date** for class presentation—some presenters---or all written submissions)

March 18

- No class meeting.
- Last push! Dig deep to get those projects wrapped up.

March 25

- Optional class meeting: Q and A about final papers.
- Near the end now: put in the time now, so that your project is a success and so that you can use April for other courses, final exams, term papers, etc.

April 1 **Final presentations**, teams TBD.

- Please consider doing the same presentation for your NGO this afternoon

April 3 (Sunday). **Final papers due** (11:59pm on Quercus)

April 8 **Final presentations**, teams TBD.
• Please consider doing the same presentation for your NGO this afternoon

April 13. **Final projects due.** Submit work on Quercus as a group (reports, PPT, web urls, etc.)

April 17. App evaluation due. If you did not present about your app on show-and-share day (March 4), submit written evaluation online.

April X. There is no final exam in PCJ362

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**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 Team-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.** 5%. Your personal preference for placement. Handout with instructions posted to Quercus.
- **1 Team Plan of Action.** 15%. 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? How will you manage the project? Set dates and deadlines. Delegate duties and roles. Each team to submit in writing. Show careful and detailed thought about the project itself, and to how the project’s aims will be delivered. Should function as a blueprint for the semester, though will be modified and adapted as the project unfolds and per NGO feedback.
- **Mid-course project management.** 5%. Based on show-and-share presentation (or can be written (500-900 words). Sharing insights with other PCJ students about what you’re learning about project management. Collaborative: a chance to help other teams with your team’s insights.
- **App evaluation.** 5%. Teaching and assessment about your project management app. Based on show-and-share presentation (or can be written (500-900 words). Please include screenshots of your team’s app in use. Collaborative: a chance to help other teams with your team’s insights.
- **Completed project: 40% (including practice presentation in-class, followed by presentation to organization; submission of PPT or similar to instructor).** See handout on Quercus.
- **Final paper.** 10%. (Personal reflection on experience, NGO, project management, skills, team, and teammates).
- **NGO evaluation:** 10%. Assessment based on the NGO’s confirmation that the student was a committed, respectful, well-informed, and engaged part of team; and based also on partner organization’s enthusiasm for the final project. [Students do not submit this: the instructor solicits this from each NGO].
- **Participation.** 5%. Class attendance, oral contributions, engagement with the course.
- **Attend PCI student conference, Jan. 31. 2% (PCI Program activity)**
- **Attend Anti-Racism Workshop, Feb. 17 (3-5pm). 3%. (PCI Program activity)**
- **Optional extra documents:** Feel no pressure to submit any extra documents: this is just to note that there’s space for that. Did you give feedback to your NGO in writing? Do you want to share medical illness forms to explain absences? Do you want to add any extra comments about your roles in class or on the team? Not required, but could positively impact your final mark in the course.

- **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 team 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 team—to bring out the best in one another and do right by our community partners.
- **Note on team 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 positive role in class response; e.g. positive reviews from peers and partner organizations.**

**Expectations, Policies, and Common Courtesy**

**Teamwork.** Students are expected to meet with and/or carry out work on behalf of their team each week. For most teams this will take place on Fridays, during classtime, but possibly before/after class as well, depending on schedules. *Fridays are a great day to devote to PCI362 team and individual work, if you’re able.*

**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. Instructor’s office hours online, unless otherwise noted. Please click on Quercus profile pic to see details about office hrs..

**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.

**Illness and Extensions:** For 2021-22, the Verification of Illness (or “doctor’s note”) is not required. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other
illness or injury, family situation) and who require consideration for missed academic work have been asked to record their absence through the ACORN online absence declaration. The absence declaration is considered sufficient documentation to indicate an absence and no information or documentation should be required when seeking consideration from an instructor. Students should also advise their instructor of their absence. Instructors can contact their Undergraduate Administrators if they have questions or would like confirmation for a particular student.

**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.

**Mental Health and Wellness**


Are you in immediate danger? For Personal Safety - Call 911, then Campus Community Police*.


Centre for International Experience Safety Abroad 416-946-3929.

*24/7/365; Campus Community Police can direct your call to the right service.

**Use of Technology**

Course offerings at the University have moved online, creating new ways to connect and collaborate with your professors and peers. Like any professional organization, the Munk School expects all of its members to behave responsibly and with courtesy and respect for others when using technology. The Munk School is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. Please read the University's [Student Code of Conduct](#) and policy on the [Appropriate Use of Information and Communication Technology](#).

**Code of Behaviour on Academic Matters:** Please read the University’s [Code of Behaviour on Academic Matters](#). It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

**Equity, Diversity and Inclusion:** The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. U of T does not condone discrimination or harassment against any persons or communities.
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 —