THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number: SW 360K/395K   **Instructor:** Dr. Dorie Gilbert
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CROSS-DISCIPLINARY GLOBAL PROJECT DEVELOPMENT: U. S. AND ABROAD

I. Course Description

Community-based project development is an effort to create positive change to enhance people's lives. Yet, the current U.S. discourse on global development is often limited to a "location abroad" while domestic project development needs abound. This course introduces students to the challenges and successes of sustainable global project development with an emphasis on underdeveloped communities abroad and in our "own back yards". Through this course, students will acquire a comprehensive understanding of significant social, political and economic problems confronting local and global communities, and the need to consider the community's unique history and social-cultural factors in development project planning. Using a cross-disciplinary approach, the course engages students in comparative analysis of global community development strategies while immersing them in hands-on projects in local economically-distressed communities as well as opportunities to be involved with projects abroad. Students are actively involved in developing innovative solutions to community development.

The course involves both experiential and classroom learning, with a significant Service Learning Component, a pedagogical model that intentionally integrates community service, academic learning and civic learning.

II. Learning Objectives

   By the end of this course, students will demonstrate:

   1. Ability to engage in complex global analysis based on knowledge significant social, political and economic problems   confronting local and global communities

   2. Collaborative community engagement by developing innovative, culturally-grounded solutions in partnership with other disciplines, community members, and organizations in concert with peers.

   3. **Application of methods, theory & research** using CRAFT model of community engagement to design and implement "best practices" for Service Learning Project.

   4. **Civic imagination & action** in building sustainable change through the Service Learning Project.

   5. **Transformative critical thinking** through integrated self-reflection, intercultural maturity, commitment to public service, and ability to effectively relate to others

III. Teaching methods

Teaching methods involve a comprehensive but flexible approach to learning in the classroom and in the field. Lectures, readings, in class and online discussions, media and community visits and engagement will all contribute to students' growth.

IV. Required Text and Readings

1. Knight, K., Schwarzman, M., & Others (2006). Beginner's guide to community-based arts. New Village Press: Oakland, CA.

2. On-Line Course Readings: Readings will be posted to the course Wiki page.

V. Student Performance Evaluation

<u>**Assignment**</u>   **Percent of Grade**

Active Participation & Demonstration of Learning (see Learning Record)

<u>**GRADING SCALE:**</u>   100 - 94 = **A**/ 93 - 90 = **A-**/ 89 - 87 = **B+**/ 86 - 84 = **B**/ 83 - 80 = **B-** / 79 - 77 = **C+**/ 76 - 74 = **C**/ 73 - 70 = **C-** / 69 - 67 = **D+**/ 66 - 64 = **D**/63 - 60 = **D-**/ 59 and below = **F**

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

Learning Record

We will use the Learning Record (LR), a system for gathering, organizing, analyzing, evaluating, and reporting evidence of student progress and achievement. It is likely that evaluation by the Learning Record will be handled quite differently than in other classes you've experienced. While it offers a consistent structure for organizing and presenting this evidence, it does not constrain either the contents or the methods by which the evidence is produced; however there are required activities of the course that will be included in the LR work samples (see below). The principles of the LR model include review of diverse forms of data about student learning over time in the course of regularly occurring class activities, including samples of student work and observations that focus on what students demonstrate they know and can do.

The process of keeping the LR begins by establishing the student's background from two sources: an **interview** with someone who knows the student well, and the **student's reflections** about his or her development **(Part A).** The next step is to gather ongoing evidence of learning: **work samples,** for which virtually any kind of evidence can be included in the LR, including tape recordings of performances, drafts of papers, sketches and diagrams, diagnostic test results, quizzes or exams, links to online materials, and other samples of student work. In the **analysis** portion of the LR **(Part B),** this evidence is interpreted in terms of the strands of work in the course (its objectives) and six dimensions of learning:

DIMENSIONS OF LEARNING	COURSE STRANDS/OBJECTIVES
▪ Confidence and	1. **Ability to engage in complex global analysis** based on knowledge significant social, political and economic problems confronting local

independence ▪ Knowledge and understanding ▪ Skills and strategies ▪ The use of prior and emerging experience ▪ Reflection ▪ Creativity and imagination	and global communities 2. **Collaborative community engagement** by developing innovative, culturally-grounded solutions in partnership with other disciplines, community members, and organizations in concert with peers. 3. **Application of methods, theory & research** using CRAFT model of community engagement to design and implement "best practices" for Service Learning Project. 4. **Civic imagination & action** in building sustainable change through the Service Learning Project. 5. **Transformative critical thinking** through integrated self-reflection, intercultural maturity, commitment to public service, and ability to effectively relate to others

In the final section of the LR **(Part C)** students develop an **evaluation,** comparing the evidence in the LR with grade criteria defined by the instructor (see Grades section). The professor responds to the evidence, the analysis, and the student's estimated grade with the final evaluation. Thus, the LR is well suited to assess collaborative work, creative inquiry, online projects, and other kinds of work that are usually considered difficult to evaluate. It is also well suited for evaluating students who come into the class with different sets of skills and background experience.

Using the wiki to store your Learning Records

A wiki is a website that is editable by many people. It is easy to use, and can house many kinds of materials, such as word-processing documents, movie and photography files, tables and many more. We will use the wiki as a resource for the class to use to share materials and build projects. Student Learning Records will also be housed here. Each student will have their own password-protected folder that contains all their LR documents, observations, work samples, and other materials. Whereas other areas of the wiki will be available for the whole class to view and edit, only the individual student and instructor will have access to their own LR folder and contents.

Required Assignments and Activities

1. Attendance, Punctuality, and In-Class Contributions: Students are expected to attend class/field visits regularly and participate in an interactive framework between students and professor. Failure to attend class or scheduled group meetings regularly and failure to demonstrate comprehension of the readings through class discussion will have an impact on the final grade.

2. Part A of Learning Record (Interview, Selection of Work Samples)

The purpose of Part A is to gives students an opportunity to reflect on their development as readers, writers, and thinkers in a discipline as they enter the class. Part A also engages students in first-hand research on a subject of great personal interest to them. They practice interviewing skills and strategies, gathering field notes, and making summary interpretations that become part of the record.

The **data collection** section is in two parts; it engages students in making first-hand *observations* of ongoing activities, and in selecting relevant *examples of work* demonstrating their own development over time. The selection of samples of work engages them in matching evidence and criteria for achievement.

Interview
Criteria
- Interview is complete, includes student reflection
- Timely completion
- Provides a good sense of the student's experience and learning style coming into the class

Due 9/17

Work Samples
Criteria for Work Samples
- Sufficient samples of work that represent the student's development
- Appropriate selection of samples
- The selection of samples gives the reader and student a sense of development over time
- Integration into LR Part B and C, matching evidence and criteria for achievement

Due in Part B 1 &2 and C 1& 2
3. Blog Entries
This course involves a significant amount of required reading and classroom interaction. Each student will create a blog and make weekly entries that reference the readings, classroom discussions, and responses to relevant issues related to community engagement. The purpose of this assignment is to demonstrate understanding of course content as well as:
  a) Clarify students' thoughts an understanding of course content covered by the readings, videos, classroom activities and discussion;
  b) Examine the personal and professional use of self in ethical, culturally competent, and just social work practices; and
  c) Reflect on the impact of domestic versus international public policy, institutional structure, service delivery
  d) Extend the dialog outside the classroom in a reflective and thoughtful manner, using a variety of media to articulate your responses and reflections on issues related to community engagement

The professor may elect to provide specific questions related to the readings or class discussions for students to respond to in their blog posts. Blog posts can include photographs, video, and poetry, etc. as well as written reflections and responses to the readings. You are also required to comment on at least two blogs of fellow students each week. While blog

posts are candid and honest portrayals of your reflections and experiences, they must be respectful and are not an arena for digression on unrelated issues or personal attacks. Blog posts are due by Friday for each week. If you are referencing readings or data, cite sources using APA format (see Publication Manual of the American Psychological Association, 6th Edition).

Criteria
- Timely completion of the assignment.
- Address the key points from the readings/videos/classroom exercises related to individual, group
- Connection between themes discussed in readings/videos/classroom exercises related to individual, group
- Comprehension, analysis and evaluation of themes discussed in readings/videos/classroom exercises related to individual, group
- Use of references and citations for all referenced material and data.

Blog posts are due by Friday for each week. Responses to peers' blogs are due by Sunday midnight.

4. Cultural Assessment
The purpose of this assignment is to identify your "collective me" that have shaped your social identity. Choose 5 items that represent your social identities (e.g., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size) that have influenced your worldview or behavior. These items might include photographs, pieces of art, jewelry, piece of clothing, or anything you believe has significant influence on how you perceive and behave in the world.

Criteria for evaluation

- Thoughtful reflection and sharing
- Completion of online reading and self-assessment activities

Due date 9/24

5. Community Engagement Project and Action Plan

Students will be actively engaged in developing innovative solutions to community development in Mart, based on a number of pre-selected projects which students can build on. Students will submit updates throughout the semester that demonstrate progress towards achievement of the project as detailed in the proposal.

Criteria for Project
- Clearly identifies and addresses a community development need
- Connects and synthesizes course readings, discussions, films, guest speakers, and student development over the semester (documentation of the process should be evidenced in student's LR)
- Individual student contributions are evident in final product and during presentation (documentation should be evidenced in student's LR)

Project proposals are due 10/1

6. Report /Presentation of Project
Students will develop an original idea for publishing/displaying the work implemented over the semester.

Criteria
- Adherence to relevant publication criteria and guidelines
- Content (clear and convincing substantiated) and Originality

Due 12/3

Part B1 & 2 and C1 &2
At mid semester students will complete Part B1 and C1 of the LR. This can be thought of as a "dry run" and is not graded. It is intended to assess where the student is at a critical juncture and address and support any changes that need to be made. The completion of Part B2 and C2 at the end of the semester will determine the student's final grade. In the **analysis** portion of the LR **(Part B),** this evidence is interpreted in terms of the strands of work in the course (its objectives) and six dimensions of learning. In the final section of the LR **(Part C)** students develop an **evaluation,** comparing the evidence in the LR with grade criteria as outlines in the syllabus. The instructor responds to the evidence, the analysis, and the student's estimated grade with the final evaluation.

Criteria for Part B Summary interpretation
- Student interpretation is supported by observations and samples of work
- Refers to the dimensions of learning and the course strands (learning objectives established by the teacher) for the course
- Represent the student's activity and accomplishments

Criteria for Part C Grade Estimate
- Grade estimate matches the criteria for the grade as explained by the professor and outlined in the syllabus
- The student's LR follows the LR format
- The LR itself in one text document, in a folder that includes the samples of work as separate files
- The LR and its author properly identified in its file name

Midterm Part B1 and C1 due 11/5
Final Part B1 and C1 due 12/3

7. Additional LR Work Samples
Students are encouraged to contribute to the wiki page by uploading videos, links to articles and programs, and other relevant information. Students are a great source of information and inspiration, and the wiki is well suited to collective contributions that can be included in the student's LR as work samples.

COURSE GRADING
Grades in this course are determined by use of the Learning Record Online, a system that requires students to compile a portfolio of work at the midterm and at the end of the semester. These portfolios present a selection of your work, both formal and informal, plus ongoing observations about your learning, plus an analysis of your work development across six dimensions of learning and centers on the course strands/objectives. (See previous table with descriptions)

Grade Criteria

A	Represents outstanding participation in all course activities; all assigned work completed, with very high quality in all work produced for the course. Evidence of significant development across the six dimensions of learning. The Learning Record at this level demonstrates activity that goes significantly beyond the required course work in one or more course strands.
B	Represents excellent participation in all course activities; all assigned work completed, with consistently high quality in course work. Evidence of marked development across the six dimensions of learning.
C	Represents good participation in all course activities; all assigned work completed, with generally good quality over six dimensions of learning.
D	Represents uneven participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the six dimensions of learning is partial or unclear.
F	Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

Class Policies

1. **Attendance:** Attendance and prompt arrival to class is mandatory. Individual exceptions are made only in the event of *properly documented* extenuating circumstances beyond the student's control and prior notice of reason for absence

and/or tardy. Poor attendance/participation will impact grade. Students missing 5 or more classes will automatically fail the course

2. **Late Assignments:** Assignments are due on date assigned. Three points per day will be deducted for late assignments.

3. **APA format**: We will use APA editorial style as the standard format for all written assignments. Details of the APA style are included in the Publication Manual of the American Psychological Association, 6th Edition.

4. **Small group work:** Groups are expected to resolve challenges. The instructor serves as consultant on group dynamics and teamwork. Groups are not penalized in their grade for consulting with the instructor.

5. **Respect and Civility:** Cross-cultural group work can raise emotional issues and usually involves moderate to high processing of self and others. The instructor and classmates have the ethical responsibility to see that the class environment is maintained as a respectful and inviting place to grow together as we prepare to travel to Ghana. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

6. **Technology and Information Sharing:** We will technology frequently in this class. Due to the nature of the course, you will be sharing your work and reflections with classmates and peers.   Some of your work will be accessible online. By taking this course, you indicate that you accept these requirements.

OTHER POLICIES:

The University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Policy on Scholastic Dishonesty
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://www.utexas.edu/depts/dos/sjs/).

Documented Disability Statement
Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing

accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Use of Blackboard in Class

In addition to the course Wiki, the professor uses Blackboard—a Web-based course management system with password-protected access at http://courses.utexas.edu—to

distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.