COMMUNITY SERVICE LEARNING (CSL) PROGRAM

PROFESSOR’S HANDBOOK

Centre for Global and Community Engagement

Visit our website at www.servingothers.uOttawa.ca

613-562-5945
550 Cumberland Street, Room 304
Ottawa, Ontario
K1N 6N5
Table of Contents

I. What is Community Service Learning (CSL) and how does it fit into a course? ............................................. 3
   I.I. Evaluating CSL through “reflective assignments” ......................................................................................... 5
   I.II. Evaluating student performance ............................................................................................................. 7
   I.III. Learning objectives .................................................................................................................................. 7
   I.IV. Adding CSL to your syllabus .................................................................................................................. 8
II. How do I participate, and what are the next steps? ............................................................................................. 8
   II.I. CSL: start to finish .................................................................................................................................... 9

APPENDIX I — CSL resources and reference material ......................................................................................... 10

APPENDIX II - Evaluation completed by placement supervisor ........................................................................... 11

APPENDIX III - Sample syllabi from University of Ottawa courses ................................................................. 12
   FEM 2104A: Gender, (Dis)ability and Health; Professor Zeina Abou-Rizk, PhD .................................................. 12
   HIS 1101C: The Making of Canada (CSL Marking Rubric); Natalie Zacharewski, TA for Professor Betsy Baldwin, PhD ....... 14
   POL 4170: The Politics of Foreign Aid; Professor Tyler Attwood, PhD ............................................................. 16
   FEM 3106: Women and Development, Professor Adolphine Aggor-Boateng, PhD ........................................... 18
   APA 3113: Management of Sporting Events and Festivals; Professor Milena N. Parent, PhD, and Professor Benoit Seguin, PhD 18

APPENDIX IV — Sample placements ................................................................................................................... 21
   CMN 3102B: Quantitative Methods .................................................................................................................. 21
   FEM 2103A: Methodology in Feminist Studies .................................................................................................. 21
   MDG 6104: Social Movements, Equity and Human Rights ............................................................................... 21
   MUS 4910: Stage / Practicum: Teaching with the OrKidstra / Kidsingers Youth Music Program ....................... 21
   GEG 3302: Natural Resource Management ................................................................................................... 21
   APA 3113: Management of Sporting Events and Festivals ........................................................................... 22
   HIS 1101: The Making of Canada .................................................................................................................. 22
   MBA 6296: The Global Context of Business .................................................................................................... 22
   PED 3106: Educating Exceptional Learners .................................................................................................... 22
   GEG 4311: Political Geography ....................................................................................................................... 23
   CMN 3102: Quantitative Methods ................................................................................................................... 23
   POL 2101: Introduction to Canadian Politics ................................................................................................... 24
I. What is Community Service Learning (CSL) and how does it fit into a course?

CSL is an academic program and a form of experiential learning where students contribute to their community by participating in professor-approved community service placements related to course learning objectives, and then produce corresponding reflective assignments. At the University of Ottawa, the CSL program is coordinated by the Centre for Global and Community Engagement (CGCE). It requires students to complete 30 hours of “service learning” for fall and winter courses, and 20 hours for summer courses. Upon completion of the program, students can request a Co-curricular Record, an official University document that confirms they have completed approved volunteer hours.

During the 2011-2012 year, CGCE worked with over 300 community partners. These partners ranged from health organizations to youth centres to schools and parliamentary offices.

For CSL to be successful, the service learning experience must serve as a tool to enhance the course; in return, the course should serve as an instrument to reinforce the placement. The two pieces must be complementary and are crucial to each other’s success.¹ This does not mean CSL must be a mandatory course requirement; actually, we recommend that it be an optional component. Professors typically use CSL to replace another course deliverable (see Appendix III for sample course syllabi).

Table 1 – Benefits of CSL²

<table>
<thead>
<tr>
<th>For Students</th>
<th>For Professors</th>
<th>For Community Partners (CP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develops skills and broadens knowledge (critical thinking, problem-solving, leadership, communication)</td>
<td>• Incorporates theory taught in class with practice available in the community</td>
<td>• Provides additional human resources, which in turn allows partners to increase services and accomplish goals that may otherwise not have been possible</td>
</tr>
<tr>
<td>• Increases understanding of concepts learned in class</td>
<td>• Encourages students to be more engaged in class</td>
<td>• Provides organizations with knowledge and skills that students have gained through their university studies</td>
</tr>
<tr>
<td>• Applies theory to real-life situations</td>
<td>• Enhances student experience and furthers learning through proven pedagogy</td>
<td></td>
</tr>
<tr>
<td>• Enhances social awareness and responsibility</td>
<td>• Creates partnerships with community organizations that can potentially lead to collaborative initiatives</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 focuses on three beneficiaries. The results of a study conducted by Dr. Tanya Martini of the Department of Psychology at Brock University, titled “Student Perceptions of Relevant Degree-Related Experiences: The Importance of Skills-based Learning,” presents the perceived value of service learning from the perspective of one of those beneficiaries — students.

Table 2 – First year PSYC students (N=784)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain Essay</td>
<td>4.43 (1.62)</td>
</tr>
<tr>
<td>Cognition Essay</td>
<td>4.46 (1.39)</td>
</tr>
<tr>
<td>Commercial</td>
<td>3.27 (1.61)</td>
</tr>
<tr>
<td>Wikipedia</td>
<td>3.61 (1.35)</td>
</tr>
<tr>
<td>Service Learning</td>
<td>5.12 (1.72)</td>
</tr>
<tr>
<td>On-campus job</td>
<td>4.65 (1.58)</td>
</tr>
</tbody>
</table>

7-point scale 1=not at all relevant; 4=somewhat relevant; 7=very relevant

In this first study, first year students were asked to comment on the relevance of a variety of learning experiences in relation to their own career goals.

If assignments are seen as only “somewhat” relevant, as shown by the data in Table 2, then what do PSYC majors see as the significant learning experiences across the degree?

Table 3 — First year PSYC students (N=784), third and fourth year PSYC majors (N=108), PSYC 4P07: capstone course for non-honours PYSC students (N=40)

<table>
<thead>
<tr>
<th>Type of Experience</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>27%</td>
</tr>
<tr>
<td>Work-related Experiences</td>
<td>40%</td>
</tr>
<tr>
<td>Personal Development Experiences</td>
<td>22%</td>
</tr>
<tr>
<td>Leisure/Extracurricular Experiences</td>
<td>10%</td>
</tr>
</tbody>
</table>

Why are the experiences that scored higher seen as more relevant?

Qualitative data suggests that the answer is related to skills-based learning: When the transferable skills linked to a learning experience are more obvious to students, they view the learning experience as being more relevant and more valuable to their future career, and say that they would be more interested in having it. Service learning appears to present an excellent opportunity for reflecting on career-related
transferable and self-management skills. It also provides an opportunity to get students thinking about how these skills can be developed in different ways, and how they can be transferred.³

I.I. Evaluating CSL through “reflective assignments”

Reflective assignments allow students to connect their volunteer experience to the theories learned in class. The reflective process is what turns a volunteer position into a service-learning experience tied to an academic education. It also allows students to analyze their experience, connect it to their lives and use what they have learned in their future.⁴ It is important that reflection take place before, during and after the service learning experience. Research suggests that reflection should be “continuous, connected, challenging, and contextualized.”⁵

Reflective assignments and what they replace vary from course to course. Often, CSL replaces research papers or presentations, fulfilling similar objectives. We recommend that the CSL component account for 30% to 35% of the final mark, but this can vary.

The following are some examples of reflective activities:

- **Discussion and Debate**
  - CSL students discuss their placement, challenges they faced, how they resolved conflicts, etc. Other students share their feedback.
  - CSL students are encouraged to share anecdotes during lectures.
  - Non-CSL students are involved in the experiential learning process.
  - Can take place in class or in DGDs, formal or informal.
- **Journal**
  - Students analyze events on a case-by-case basis.
  - They address situations objectively, subjectively and analytically.
  - Entries should take place after each volunteering shift, with multiple entries analyzing the overall experience.
  - Entries can later be used in writing analysis papers or crafting in-class presentations.
- **Portfolio**
  - Students compile other reflection material: journals, proposals, essays, presentation notes, etc.
  - Has the potential for more creativity than other reflective activities (eg. photo journal, scrapbook, etc.).
  - Can include projects completed during the CSL placement.

---

3 “The Importance of Skills-Based Learning.” Tanya Martini, PhD. Department of Psychology, Brock University. Presented June 2013.
Final Analysis Paper
- Allows students to analyze their experience in retrospect.
- Includes a section on how the placement related to course material and what was gained from placement.
- Gives professors an idea of how the CSL program affects students and what can be done to improve it for future sessions.

Case Study
- An opportunity to analyze a situation and practice problem-solving skills.
- Typically requires students to write a case study of an ethical dilemma encountered during their service learning.
- Can be presented in class or in small groups, with possible resolutions discussed.
- Involves non-CSL students in the CSL experience.

In-Class Presentation
- Students present placement to class: what they learned, challenges faced, how placement related to class theories, etc.
- Involves non-CSL students in the experiential learning process.
- Gives the opportunity to invite community partner supervisors to the presentation, including them in the learning process.
- Sustainability: students see the impact their placement had on learning, and how the University and its surrounding community connect.

Blog
- Elicits interaction between student, peers, professor and CP
- Blogs should be updated soon after completing volunteer shifts, with multiple entries analyzing overall experience.
- Entries can be used in writing analysis papers or crafting in-class presentations.
- Tags can be used to organize posts and are useful for writing final reflection papers.
- Two sections: (1) general reflection on how they felt at their placement and issues that arose; (2) discussion topics where students respond to pre-determined set of journal topics
The reflection piece should make students think about the following questions:

1. **What happened?** What was your placement and why did you choose it? How did it reflect the things you were interested in and the things you cared about? How did the experience go? What did you actually do?

2. **How do you feel about what happened?** How significant was the experience? How far did it challenge your existing beliefs or ideas about the world? Did it change the way you think about yourself and your future plans?

3. **What do you think about what happened?** What sense do you make of the value of the experience? What did you learn? What decisions did you make after the placement and why?

4. **What have you done as a result of what happened?** What has been the long term impact? What have you done since that was influenced by the experience?

**I.II. Evaluating student performance**

The above methods of reflection serve as an effective tool to evaluate student placements. Additionally, placement supervisors must submit an evaluation of their students’ performance (see Appendix II for evaluation template) through our Community Engagement Navigator. They must also confirm if students completed the required hours by approving their timesheets. Professors can view both evaluations and timesheets through their Navigator accounts.

*Notwithstanding exceptional circumstances, there should be a penalty for students who commit to a CSL placement and do not complete it. This should be the case even if the student completes the alternative assignment, as failure to fulfill his or her commitment affects both the community partner and the University’s reputation. CGCE contact people emphasize this when they present the program to students; however, please be explicit about the consequences of non-completion in your syllabus and other communication.*

**I.III. Learning objectives**

Clear, concise learning objectives are crucial to making a student’s CSL placement a successful experience. These learning objectives tie the community service to course theory through the reflection process. For this reason, we highly recommend that CSL learning objectives appear in the syllabus, preferably separately from the general course objectives.

We encourage you to speak with your CGCE contact to see if there are existing CSL examples from a similar course, and to propose ideas for how CSL can best be adapted to your own syllabus (see Appendix III for

---


We strongly suggest that you choose a reflection and evaluation method that encourages students to reflect critically before, during, and after their volunteer placement.

Your CGCE contact will match placements to your course based on the agreed learning objectives (see Appendix IV for sample placements). You also have to approve each placement through your Navigator account before it becomes available to students.

Both professors and community partners must identify learning objectives related to their placements based on the following CGCE list of placement objectives:

- apply learning from a specific field of study
- develop critical thinking and analytical skills
- identify different approaches to solving problems through a variety of appropriate techniques
- develop the ability to communicate orally and/or in writing to a variety of audiences
- develop the ability to work in an interdisciplinary team
- enhance initiative, accountability, and decision-making skills
- enhance social awareness and active citizenship
- gain research experience

I.IV. Adding CSL to your syllabus

Courses offering a CSL option must mention this in the course syllabus. We suggest including the following:

- brief description of CSL
- placement criteria
- learning objectives
- dates of in-class CSL presentations or other deliverables
- evaluation criteria (as well as what assignment CSL will replace if CSL is optional)
- Percentage of grade the placement will be worth (we recommend between 30% and 35%)
- deadlines for registering for a placement, having hours approved and completing an evaluation
- Placement officer contact information (and general email: servingothers@uOttawa.ca)
- Penalty for non-completion of required CSL hours

Our staff is available to help you with syllabus design if necessary. You may also view internal uOttawa samples in Appendix III, or external samples at Campus connect.

II. How do I participate, and what are the next steps?

1. Professors interested in the CSL option should advise the CGCE. We set out deadlines for each session and post them on our website. We occasionally allow courses to be registered after deadlines, depending on our ability to meet demand with high quality placements.

2. Before the beginning of the session, you are assigned a placement officer to work with you for the duration of your course. The placement officer serves as a “consultant” for all aspects of your course (e.g. syllabus design, placement identification, administrative questions, technical issues, etc.), and also as the central point of contact for students, community partners and the centre. If you have links to specific organizations you would like your students to carry out placements with, please share this with your placement officer, who can help facilitate communication.
Our data for the 2011-2012 academic year indicate that 3,586 placements were requested by professors to meet the anticipated needs of students in roughly 100 registered CSL courses. However, only 1,697 of these placements were actually selected by students (slightly over 40%). In light of this data, we’ve capped the percentage of students in a course who are able to participate in CSL at 40%. If you have a course with 100 students, 40 of them will have the option to register for CSL. To accommodate students who may already be volunteering with a community partner, we accept placements proposed by students (PPBS) if the professor is in agreement (a maximum of 10% of students can propose a PPBS). Students choosing this option must adhere to the timelines presented to them in the class and ensure their partner complies with our community partner requirements.

**II.I. CSL: start to finish**

- **Class presentation**
  - At the beginning of the session, a placement officer delivers a presentation to your class to explain what CSL is and how to participate. He or she also provides students with instructional resources.

- **Students apply for placements**
  - Students activate their accounts on our Community Engagement Navigator and select placements (first come, first served). They then contact placement supervisors to arrange an intro meeting.

- **Hours logged**
  - Throughout their volunteering, students must submit completed hours via the Navigator using timesheets. Supervisors are responsible for approving these hours.

- **Student evaluation**
  - When the placement is completed, supervisors must complete an evaluation to assess student performance and organizational contribution.

You have access to student timesheets (hours completed) and evaluations via your Community Engagement Navigator account. Throughout the course of the session, the CGCE placement officer is available for any questions or to assist you with any challenges that may arise.

We will also send reminders to professors and supervisors when it is time to complete certain deliverables (e.g. when professors must approve placements, when supervisors must approve timesheets and complete evaluations, etc.).

*We wish you a wonderful session!*
APPENDIX I — CSL resources and reference material

Academic Articles


Service learning guides from other universities

- University of Washington
- Indiana University and Purdue University: Reflection Activities
- University of Vermont: Reflection Manual

Community service learning associations

- Canadian Association of Community Service Learning
  - [www.communityservicelearning.ca/en](http://www.communityservicelearning.ca/en)
- National Service-Learning Clearinghouse
  - [www.servicelearning.org](http://www.servicelearning.org)
- Campus Compact
  - [www.compact.org](http://www.compact.org)
- National Service-Learning Partnership
  - [www.service-learningpartnership.org](http://www.service-learningpartnership.org)
- National Services for Learning
  - [www.nslexchange.org](http://www.nslexchange.org)
- J.W. McConnell Family Foundation
  - [www.mcconnellfoundation.ca/en](http://www.mcconnellfoundation.ca/en)
- International Association for Research on Service-learning and Community Engagement
  - [www.researchslce.org](http://www.researchslce.org)

Other resources

- [Campus Compact: examples of syllabi](http://www.compact.org/category/syllabi)
- [Laurier Centre for Community Service Learning — Faculty Handbook](http://www.wlu.ca/docsnpubs_detail.php?grp_id=1934&doc_id=42212)
- [Laurier University – CSL FAQs](http://www.wlu.ca/page.php?grp_id=1934&p=10641)
- [Education Development Center — “Learning in Deed”](http://www.edc.org/newsroom/articles/learning_deed)
**APPENDIX II - Evaluation completed by placement supervisor**

The objective of the evaluation is to assess the student’s volunteer contribution. Students can access the evaluation since it will benefit them in their learning. Please complete the questionnaire as accurately as possible. We thank you in advance for taking the time to fill it out. If you have any questions, please contact CGCE at 613-562-5945 or servingothers@uOttawa.ca.

Student name:
Student number:

Course code (if CSL):
Session:
Year:

Supervisor’s name:
Supervisor’s email:

**Please rate the student’s performance in the following areas:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and punctuality</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to follow guidelines and instructions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Interaction with people student worked with</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Desire to learn, improve and integrate feedback</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Level of initiative</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Successful completion of agreed upon responsibilities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Benefit of student’s service to your organization</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Please provide brief comments on the student’s strengths and areas of improvement:
APPENDIX III - Sample syllabi from University of Ottawa courses

FEM 2104A: Gender, (Dis)ability and Health; Professor Zeina Abou-Rizk, PhD

3. Community Service Learning (CSL):

If you choose this option, you will have the opportunity to volunteer within a community-based organization whose scope of work revolves around gender, health, and/or (dis)ability. You will also write up a report about your community work experience. Using the key concepts learned in class, the report could include:

- **Overview of the CSL experience:** In this section, you will give an overview of the activities and tasks you have completed throughout your CSL experience. In addition, you will tell the reader about the mission and objectives of the organization within which you volunteered. In other words, you will describe the rationale that informs the services and/or programs offered by the organization and indicate the individuals whom the services and/or programs are tailored to. You could certainly write about other ideas/thoughts/experiences you deem important to include in this section.

- **Critical analysis of the CSL experience:** In this section, you will perform an evaluation of your CSL experience. Some examples of the components of your evaluation could be: (a) a discussion of the positive and negative events that occurred during your community-based experience, (b) an analysis of the level of rapport or involvement with women, men, and/or other persons (if applicable), (c) a constructive evaluation of the strengths and weaknesses of the program(s) of the organization, (d) a suggestion of what could be done differently to improve the well-being of individuals for whom the program(s) are designed.

- **Lessons learned during the CSL experience:** In this section, you will discuss the lessons learned during your CSL experience. Furthermore, you will provide an explanation of how the community-based experience you were engaged in was helpful to develop a better understanding of some of the theoretical concepts related to gender, health, and/or (dis)ability seen in class and in your readings.

Your report may be written in English or French. You will include a cover page with the title of the course, your name, the name of the professor, the title of your proposal, and the date of submission. You will also include a bibliography or list of references at the end of your paper. Your list of references should include ONLY the references for authors or works CITED in your paper. You are required to offer a scholarly reflection of your community volunteering experience. This means that you must use scholarly language to express your ideas and that your paper must draw from refereed articles (i.e., articles published in a scholarly journal where there is a review board to evaluate articles prior to publishing). A minimum of 5 refereed articles is required, but any other source may be used in addition to the 5 refereed articles. Your paper is to be a minimum of 6 pages and a maximum of 8 pages in length, 12 point font, double-spaced with 1 inch margins using APA style referencing. Your essay and references must be formatted according to the privileged APA style. The *Publication Manual of the American Psychological Association* is available at the library.
You will submit a paper version of the term project in class on March 26 by 8:30 p.m. No electronic copies will be accepted.

**Some information on community service learning (CSL):**

**What is Community Service Learning (CSL)?**

CSL is a form of experiential learning which allows students to contribute to their community by participating in professor-approved community service placements that are related to their course learning objectives. This program is coordinated by the University of Ottawa’s Centre for Global and Community Engagement (CGCE).

**Selecting a CSL Placement:**

- Students can choose from a list of professor-approved placements offered by the CGCE on the CE Navigator; or
- Students can propose their own placement to the professor and register it with the CGCE.

**CSL Placement Criteria:**

- The placement must be with a non-profit organization or social enterprise.
- The placement must be related to the course themes or learning objectives and must be approved by the professor.
- The student must volunteer for a minimum of 20 hours.
- The student must be matched to the placement on the CE Navigator
- The student must log a minimum of 20 volunteer hours and have them approved by his or her supervisor.
- The supervisor must complete an evaluation of the student’s performance.
- The student must submit a reflection paper of the placement to the professor by March 26, 2013.

**Learning Objectives for CSL:**

- Situate theories discussed in class in relevant, “real-world” practical situations;
- Address the relation of service learning to current issues by placing the service activity and the associated student self-reflection at the center of the course;
- Enrich students’ sense of social awareness and responsibility by working directly with people in need.

**Questions/Concerns:**

Please contact [placement officer name, email, and phone number] at the Centre for Global and Community Engagement as soon as any questions or concerns regarding your placements arise:

*An incomplete Community Service Learning (CSL) placement will result in a loss of 30% (i.e., 9 points) of your final mark on the term project.*
HIS 1101C: The Making of Canada (CSL Marking Rubric); Natalie Zacharewski, TA.
For Professor Betsy Baldwin, PhD

Marking Rubric and Format for Final Reflection – CSL Assignment

Format: Each student will submit a final reflection after completing the 30 hours of volunteer work for the Community Service Learning Assignment. The final reflection will allow students to look back on their volunteer period and describe their experiences.

- The final reflection will be 5-6 pages, 12 point font, Times New Roman with no more than 2.5 cm margins, double spaced – please include a title page and any references you use in Chicago style footnotes and bibliography
- In addition to the location, include a description of your project
- You must answer these two questions
  a) What did you do for your CSL project?
  b) How did your project relate to the course material?

- Choose AT LEAST 2 points from this list of 8 questions – this will allow you to reflect upon how your volunteer placement contributed to your learning for the course and community involvement
  1) How do you plan to use CSL in your future career plan?
  2) What contribution did you make to the community with your CSL placement?
  3) Did your CSL experience increase your social awareness of issues in the Ottawa-Gatineau area/larger region?
  4) Does an ‘active learning’ assignment contribute more to your university learning experience, in comparison to a traditional term essay or final exam?
  5) Did you develop relationships that can be used for future academic or career development?
  6) Did CSL enhance your learning for the course?
  7) Which useful skills did you acquire during CSL and how did you utilize them? (eg. research, problem solving, communication, presentation, critically thinking, teamwork etc.)
  8) What could be done to further improve an experience such as CSL-for example, more hours? Challenging projects? Explain further.

In the final reflection, marks will also be given for grammar, organization, spelling etc. Please be cautious when you are writing and it is recommended you work with editors. Your TA is available to discuss your assignment before the project is due. The CSL Assignment is due APRIL 2nd. Please review the Extensions section of your syllabus for late consequences.

This is the marking rubric that will be used.

<table>
<thead>
<tr>
<th></th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concepts from</td>
<td>Demonstrates</td>
<td>Somewhat</td>
<td>Satisfactorily</td>
<td>Exceptionally</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>limited knowledge and critical understanding of key concepts in course</td>
<td>demonstrates knowledge and critical understanding of key concepts in course</td>
<td>demonstrates knowledge and critical understanding of key concepts in course</td>
<td>demonstrates knowledge and critical understanding of key concepts in course</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Exhibits limited research experience in course</td>
<td>Somewhat exhibits research experience in course</td>
<td>Satisfactorily exhibits research experience in course</td>
<td>Exhibits exceptional research in course</td>
</tr>
<tr>
<td><strong>Critique &amp; Analyze</strong></td>
<td>Develops limited critical thinking and analytical skills</td>
<td>Somewhat develops critical thinking and analytical skills</td>
<td>Satisfactorily develops critical thinking and analytical skills</td>
<td>Develops exceptional critical thinking and analytical skills</td>
</tr>
<tr>
<td><strong>Apply Course Learning</strong></td>
<td>Applies limited course learning</td>
<td>Somewhat applies course learning</td>
<td>Satisfactorily applies course learning</td>
<td>Applies exceptional course learning</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td>Identifies limited approaches to solving problems</td>
<td>Somewhat identifies different approaches to solving problems</td>
<td>Satisfactorily identifies different approaches to solving problems</td>
<td>Exceptionally identifies different approaches to solving problems</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Practices limited oral and written communication</td>
<td>Somewhat practices oral and written communication</td>
<td>Satisfactorily practices oral and written communication</td>
<td>Practices exceptional oral and written communication</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Participates in limited teamwork</td>
<td>Somewhat participates in teamwork</td>
<td>Adequately participates in teamwork</td>
<td>Participates exceptionally in teamwork</td>
</tr>
<tr>
<td><strong>Initiative &amp; Accountability</strong></td>
<td>Enhances limited initiative and accountability</td>
<td>Somewhat enhances initiative and accountability</td>
<td>Satisfactorily enhances initiative and accountability</td>
<td>Exceptionally enhances initiative and accountability</td>
</tr>
<tr>
<td><strong>Social Awareness</strong></td>
<td>Improves limited social awareness</td>
<td>Somewhat improves social awareness</td>
<td>Satisfactorily improves social awareness</td>
<td>Exceptionally improves social awareness</td>
</tr>
</tbody>
</table>

*Keep in mind that not every skill listed will be applicable to every project – this will be taken into consideration upon grading.*

*All 30 hours must be completed before submitting the assignment.*

*The final reflection can be submitted in either official language.*
**POL 4170 : The Politics of Foreign Aid; Professor Tyler Attwood, PhD**

Distribution of Grades

**OPTION ONE – Regular Course Option**

- Participation 20%
- Presentation 10%
- Reaction Papers 15% (3 @ 5% each)
- Essay Outline 10%
- Research Essay 45%

**OPTION TWO – Community Service Learning (CSL) Option**

- Participation 20%
- CSL Presentation 10% (final two class meetings)
- Reaction Papers 25% (3 @ 8.3% each)
- CSL Essay 45%

**CSL OPTION:** If you choose to do the CSL option for this course, you will be required to give a brief 10 minute presentation on April 2nd or April 4th on your experience at your volunteer position. Your goal will be to convey the service-learning experience in all its aspects to the class. You will discuss the organization, its purpose, what you have learned as a result of the placement, the challenges you faced, etc., and you will be expected to answer questions from your classmates. You will also want to make some links between what we’ve learned in class and what you experienced. CSL students will not have to present on a course reading.

- Reaction Papers 15% (3 @ 5% each; CSL option: 3 @ 8.3% each) – Once per month (January, February, March/April), you are required to submit a short paper in response to one of the readings for that class meeting. These papers should be in the range of 500-750 words. In these papers, you should critically evaluate the strengths and weaknesses of the arguments, the logical and practical implications of the author’s points, and possible links with other articles and perspectives. You should NOT summarize the article. Assume that the reader has also read the article and speak from a position of familiarity with the arguments. In your evaluation, it should be clear that you have thoroughly read and understood the piece(s). **NOTE:** You *cannot* do a reaction paper on the article you are presenting in class. In your reaction papers, I am looking for evidence of you having done the readings and put some thought into their ideas, the quality of your critical analysis, and the insight you display by making links to broader themes and implications. The point is not to engage in a total destruction of the reading simply for the sake of disagreeing. While you are certainly welcome to be skeptical, constructive assessments are preferred. Papers are due at the beginning of the class that we are scheduled to discuss them.
Essay Outline 10% - (due no later than March 7th) This assignment is designed to get you started early on working on your essay and to allow me to provide some feedback on your project as it develops. You are free to choose the topic/research question of your essay, but it must be related in some way to an aspect of foreign aid. You may take inspiration from the course themes, readings, current events or prior research interests (note: this doesn’t mean submitting an old paper again!). Your outline should contain: (1) the topic of your essay, including a working title; (2) a short explanation of the topic and your research question(s), justifying your choice (What are your main lines of argument going to be? Why is this topic important? What case(s) will you examine? Are you aiming to make a broader point based on this more specific analysis?); and (3) a bibliography of at least 6 books and/or scholarly, peer-reviewed articles (not including course readings) and as many credible, non-scholarly sources as you wish (e.g., newspaper/magazine articles, government/NGO documents). For each bibliographic entry, write a short summary (2-3 sentences). These summaries should not just state the subject of the article, but should give a more precise indication of the author’s conclusions, theoretical perspectives, lines of reasoning, etc. The outline should be submitted in hard copy form in class on or before March 7th. No essay will be accepted if you have not submitted an outline by March 7th.

Essay 45% - (due no later than April 16th) Your essay should fully develop your outline topic, following your lines of argumentation stated there. Topic changes from the outline are strongly discouraged (and, in any case, must be cleared with the professor). The paper should be between 3750-4500 words, not including foot/end notes, a bibliography, title page and any appendices. You should follow an accepted citation style (APA, MLA, etc.). You should aim to have between 10-15 scholarly sources (books, articles) in your final paper, with as many credible non-scholarly sources as you wish. You will be assessed, in large part, on the overall coherence of your arguments and clarity of writing. More than an occasional grammatical/spelling mistake will cost you. Points will be deducted for incorrect citations. Your essays should be submitted in hard copy form on April 16th from 3:00-5:00pm at my office. If you wish to submit your paper early (or late) please use the drop box on the door of DMS 9103 or hand it in at the POL secretariat (DMS 9101).

CSL OPTION: Rather than submitting a research essay (and an outline), you are required to submit a reflection paper of 1000-1500 words detailing your experience by April 16th. Your paper should not only reflect on what you did and what you gained from the placement, but it should also include a section linking how the placement relates to the ideas and themes in the course. The precise content of the paper will depend in part on the nature of the placement position. CSL students should discuss their paper with me before April 4th.
**FEM 3106: Women and Development, Professor Adolphine Aggor-Boateng, PhD**

What is Community Service Learning (CSL)?
CSL is a form of experiential learning which allows students to contribute to their community by participating in professor-approved community service placements that are related to their course learning objectives. This program is coordinated by the University of Ottawa’s Centre for Global and Community Engagement.

Selecting a CSL Placement:
- Students can choose from a list of professor-approved placements offered by the CGCE on the CSL website; or
- Students can propose their own placement to the professor and register it with the CGCE.

Examples of CSL Placement Options for this course:
- Research Assistant (Centre for Global Health) at the *Institute of Population Health*
- Research Assistant: Developing a Case for the Education of Ugandan Girls and Vulnerable Children at *CanHave Children’s Centre*

CSL Placement Criteria:
- The placement must be with a non-profit organization or social enterprise.
- The placement must be related to the course themes or learning objectives and must be approved by the professor.
- The student must volunteer for a minimum of 20 hours (*allowed for summer courses only*).

Evaluation of the CSL component (30%):
The student must be matched to the placement on the CSL website.
- The student must log a minimum of 20 volunteer hours (*allowed for summer courses only*) and have them approved by his or her supervisor.
- The supervisor must complete an evaluation of the student’s performance.
- The student must submit a reflection of the placement to the professor by INSERT DATE.

Learning Objectives for CSL:
- Situate theories discussed in class in relevant, “real-world” practical situations;
- Address the relation of service learning to current issues by placing the service activity and the associated student self-reflection at the centre of the course;
- Enrich students’ sense of social awareness and responsibility by working directly with people in need.

Questions/Concerns:
Please contact [placement officer name, email, and phone number] at the Centre for Global and Community Engagement as soon as any questions or concerns regarding your placements arise.

**APA 3113: Management of Sporting Events and Festivals**

*Professor Milena N. Parent, PhD, and Professor Benoit Seguin, PhD*
9. Evaluation Details

The following provides a detail of the evaluation options:

2) Practicum Option (limited number of spaces)
Up to 20 students in the class will have the opportunity to put into practice what they are learning in class through the Centre for Global and Community Engagement’s Community Service Learning option or CSL. The practicum will consist of a 30-hour practical experience related to a sporting event or festival and a 20-page reflective paper comparing theory with practice. You are to go onto the CSL website (www.servingothers.uOttawa.ca/home.html) and pick your practicum as of January 17th, 2013 (the activation date) and no later than January 21st, 2013. Choice and availability is on a first-come-first-served basis.

You will have the midterm, as well as the following evaluations:

2A) Practical Experience
You will complete a 30-hour volunteer experience in an organization related to planning, implementing, and/or evaluating a sporting event or festival. Your performance will be evaluated by the CSL program: you will be evaluated through CSL and your supervisor using a log sheet and evaluation form. It is the responsibility of the student to ensure that all submissions (reflective paper, volunteer hours, supervisor evaluation) are handed in on time.

CSL deadlines to remember:

- January 17, 2013 – Placements become active on the CGCE website at 9AM. Students can now register their placements. APA 3113 Winter 2013 Page 7 of 11
- January 21, 2013 – DEADLINE: Students must have a placement registered in their CSL account and have contacted their Community Partner supervisor by 5PM.
- January 24, 2013 – If a student has not heard from their supervisor, contact the Centre immediately and we will try to find a new placement.
- January 25, 2013 – DEADLINE: Students doing a Placement Created by themselves (PCBS) must ensure to hand in their PCBS form to CGCE & ensure their Community Partner supervisor understands CSL procedures by 5PM.
- April 16, 2013 – DEADLINE: Students must have submitted all their hours by 5PM in their online CSL accounts. The reflective paper (see below) is also due on this date by 1:30pm at MNT 374.
- April 19, 2013 – DEADLINE: CSL Supervisors must have completed evaluations for their student volunteers online through their CSL supervisor accounts by 5PM. Volunteer hours should also be approved by this date/time.

2B) Reflective Paper
The 20-page reflective paper should compare and contrast theory and practice. You are asked to reflect on your experience based on the theory presented in class, and reflect on the theory presented based on your experience. You should discuss/reflect on at least 3 topics/theories presented in class, covering topics from both the first and second halves of the class. The paper should include a title page, table of contents, introduction, main body of text (presentation of theories and your critical reflection), a conclusion, references (only those used in the paper), and appendices (if any). The paper is due on April 16th, 2013 by 1:30pm.
APPENDIX IV — Sample placements

**CMN 3102B: Quantitative Methods**
- **Community Partner:** Dovercourt Recreation Centre
- **Placement Title:** Survey & Analysis Group
- **Description:** Communication students will be looking to identify with your guidance, a need and from there develop a set of questions and hypotheses that will be tested using a survey. Needs can include customer satisfaction, employee performance, public opinion, corporate image, market penetration, social development, or quality improvement. The students will develop and administer the survey and then analyze the results using quantitative statistical analysis software. Finally, the students will put together a final report which will include a summary and analysis of their findings, which will then be presented to the organization and the professor. It is important that students have a minimum of 60 surveys collected and that a fair schedule is followed for the work to be done on time for the report due date.

**FEM 2103A: Methodology in Feminist Studies**
- **Community Partner:** Feminist organizations (e.g., CRIAW); feminist researchers at uOttawa
- **Placement Title:** ECO team assistant
- **Description:** Assisting researchers with data gathering and management. Students can support a clearly defined research project in progress, but should not be expected to take any initiative or act independently. The goal is exposure to the mechanics, so to speak, of conducting research, skills involved in a research project at the stages of gathering and/or analysing data.

**MDG 6104: Social Movements, Equity and Human Rights**
- **Community Partner:** First Nations Organization
- **Placement Title:** Research Assistant - Centre for Global Health
- **Description:** Research Policy Analysis Technical Writing, Report Writing, Creative Writing Communications Management - Website Development, Writing for Public Relations, etc. Proposal Development, Needs Assessment, Preliminary Evaluation / Teamwork, Listening, Speaking, Communication, Time Management, Appreciation of diversity

**MUS 4910 - Stage / Practicum: Teaching with the OrKidstra / Kidsingers Youth Music Program**
- **Community Partner:** The practicum is offered in conjunction with the Leading Note Foundation
- **Placement Title:** Piano Accompanist
- **Description:** Students will be mentored by senior teachers in pedagogy and will develop effective teaching practices.

**GEG 3302: Natural Resource Management**
- **Community Partner:** Office of Campus Sustainability
- **Placement Title:** Natural Resource Management [GEG3302]
- **Description:** Students from the course will work on projects that have been explored previously by the Office of Campus Sustainability. The students will break up into groups, create a baseline analysis of the program, gather information and create a scope for the projects, analyse the potential impact
of these projects to the ecosystem, and eventually produce proposals to implement their projects on campus. All this will be done within the Natural Step Framework.

**APA 3113: Management of Sporting Events and Festivals**
- **Community Partner:** Variety of events/organizations (eg. Canadian Tourism Alliance Sport Event Congress – April 8-10 2013; Canadian Open Martial Arts Championships March 22-23 Palais des congrès in Gatineau; Yonex Canadian National Championships – Badminton Jan 31 - Feb 2 in Gatineau)
- **Placement Title:** Marketing and Events Intern
- **Description:** Help in the planning, implementation and/or evaluation of a sport event or festival.

**HIS 1101: The Making of Canada**
- **Community Partner:** The Canadian Teachers’ Federation
- **Placement Title:** Research Assistant, Canadian History, First Nations/Aboriginal History
- **Description:** The Canadian Teachers’ Federation (CTF) is developing a project under its social action program, Imagine Action (www.imagine-action.ca). The Research Assistants will work with the Program Officer in project research and development. Expectations would be that much research would be done and a synthesis of this research would be provided to the client in the form of a report, as well as possibly a podcast or video. It is expected that the work of the interns will be used by CTF in the pursuit of the ongoing development of its Canadian Defenders project. Interns will be formally acknowledged. One Research Assistant will seek to put together a historical snapshot/review of Canadian Defenders for Human Rights from a historical perspective. An additional Research Assistant will put together a First Nations (or Aboriginal) historical snapshot/review of First Nations/Aboriginal Defenders for Human Rights in Canada. We can provide a cubicle and a computer, as well as guidance. CTF is short on human resources and undertaking a large-scale national project of this kind requires not only additional help, but most importantly, the voice of youth.

**MBA 6296: The Global Context of Business**
- **Community Partner:** Centre de développement local des Collines-de-l’ Outaouais
- **Placement Title:** Business plan - Brassicole Farm, Gatineau Hills
- **Description:** As part of the steps involved in the creation of the Brassicole Farm Cooperative in the Gatineau Hills, we need a team of two students who will be responsible for developing a business plan for the cooperative. The cooperative is a local development project involving local youth of the Gatineau Hills region. Student volunteers must have skills in one or more of the falling areas: planning, market studies, accounting, marketing and/or finance.

**PED 3106: Educating Exceptional Learners**
- **Community Partner:** Assumption Elementary School
- **Placement Title:** Basic Math Mentor
- **Description:** The volunteer will provide support with math literacy skills to Grade 5 and 6 students. Many of the students speak English as a second language, and hence face learning challenges.
Practice in reading and solving problems will be a priority. The volunteer will provide valuable support by acting as a mentor to the students.

**GEG 4311: Political Geography**
- **Community Partner:** Citizens Climate Lobby Ottawa
- **Placement Title:** Environmental Advocate
- **Description:** The placement is for students interested in citizen advocacy in a Canadian and US volunteer movement to promote government action to deal with climate change, in particular through carbon pricing and transition to a green economy. The volunteer will: 1) Attend 3 group information and training meetings (1st Saturday of month, mid-day); 2) Keep up to date on climate change science and current issues (materials provided); 3) Write letters and communicate in other ways with print and electronic media to provide information and promote public discussion about climate change issues; 4) Contact or meet with local MPs to provide information and promote legislative action to mitigate carbon emissions; 5) Communicate electronically and by phone with members as required; 6) (At least one placement) Assist in research for and drafting of carbon pricing legislation in coordination with a federal MP (work partly located on Parliament Hill).
- **Candidate requirements:**
  - 2nd year university or beyond
  - Desire to develop skills that drive social change
  - Knowledge of and interest in climate change issues and advocacy
  - Excellent English oral and writing skills, maturity, dependability, punctuality
  - Fluent French a very useful asset

**CMN 3102: Quantitative Methods**
- **Community Partner:** Jer's Vision: Canada's Youth Diversity Initiative
- **Placement Title:** Survey Development and Analysis Team
- **Description:** A group of 5 students will identify a need in collaboration with Jer's Vision and develop a set of questions and hypotheses that will be tested using a survey. Once the supervisor of Jer’s Vision has discussed with the team leader what the survey need is, the group of students will get together and develop a set of questions and hypotheses that will be tested using a survey. They will then send this draft survey to the supervisor for approval before administering the survey to the sample (which is usually 100 people or more). The students will develop and administer the survey and then analyze the results using quantitative statistical analysis software. Finally, the students will put together a report which will include a summary and analysis of their findings, which will then be presented to the organization. Students will be able to do research and analysis at home or on campus. The person who is chosen to represent the group (and who first registers to the CSL placement through the Navigator) will be the Team Leader. This person will be responsible for doing the following tasks in chronological order:
  1) Send the names and student numbers of all team members to the CGCE office by January 21st to the Placement Officer [insert placement officer email].
  2) Meet with the supervisor from Jer's vision to make sure project and timeline is clearly understood. (May bring one team member along to the meeting if you wish, however you will be the main contact with the supervisor)
3) Organize a team meeting with all members and facilitate the division of tasks in order to create informed topics and questions for the survey. In addition to leading the group the student leader is expected to assign themselves some of the project tasks as well (but may be a lighter load).
4) Be the main liaison person between the team and the supervisor (this includes all meetings, emails, and phone calls). Only the team leader will be in contact with the supervisor.
5) Ensure your group members and you are entering your volunteer hours in the CE Navigator.

**POL 2101: Introduction to Canadian Politics**

- **Community Partner:** Parliamentary Office Mike Sullivan (NDP)
- **Placement Title:** Research and Communications Assistant (Transport & Persons with Disabilities)
- **Description:** The volunteer will: Assist with research projects, as requested by the MP; Work in collaboration with staff in compiling parliamentary news for Mr. Sullivan's regular e-newsletter; Assist in critic and constituent correspondence and case-work, as required and as the volunteer determines a specific area of interest. An opportunity like this is about skills development and exploring areas of interest. It is important to Mr. Sullivan and his staff that, as the work gets done, the volunteer develops skills and confidence.