COURSE INFORMATION

Course Name: Advocating for Sustainability   Course Code: SUSTAIN 2SS3

Session Offered: Winter 2022

Calendar Description: Students will gain knowledge, skills, and abilities to effectively communicate and influence decisions, which they will apply to current sustainability issues within the community. This course is interdisciplinary and experiential.

Instructor(s): Sarah Precious   Email: precious@mcmcaster.ca

Teaching Assistant: Kiran Bassi   Email: bassik2@mcmaster.ca

Office Hours/Location: Available between 9-5 for appointments, please book via email. Please identify if you are requesting a phone call or Zoom meeting.

Class Schedule Day(s): Thursdays Time: 7:00pm-10:00pm Location: In class (ABB, 270) and online, please see schedule for details.

1. COURSE OBJECTIVES

With a goal to inspire students to consider new possibilities and look beyond what is to what could be. This course will provide students with foundational advocacy skills and further develop essential communication and leadership skills to influence decisions through interdisciplinary, student-led, community-based, experiential based learning opportunities related to sustainability. This course will prepare students with the skills and knowledge to identify and advocate for needed change for many of the challenging problems our society faces today. Some of these problems include poverty, equality, health, environment, and the ability for leaders to identify and act on advocacy issues. We will begin by understanding advocacy and how it relates to sustainability, from there we will develop the skills and competencies to enact advocacy in our daily lives, work and education. We will consider local and global examples of advocacy and explore how we could support work being done locally. Emphasis will be placed on developing interdisciplinary perspectives, resolving conflicts, group work, communication and leadership skills through virtual community-based experiential learning projects designed to help students put theory into practice, while also theorizing their practice.

2. COURSE SPECIFIC POLICIES

IMPORTANT NOTES:
Avenue to Learn will be used specifically for important course-specific updates, for students to submit assignments, and for the instructor to provide assignment feedback and to record grades. It is important to visit Avenue to Learn regularly to be kept informed of any new information. Go to the website (http://avenue.mcmaster.ca/) to find out how to log-on to the course's home page. Please note that this course will be entirely online and make use of virtual platforms such as zoom, Microsoft Teams and other platforms.

COURSE STRUCTURE
SUSTAIN 2SS3 is made up of readings, lectures, and tutorials, all of which are mandatory.
-Readings must be completed prior to each class.
-Lecture time will be used to help guide students through the readings and will expand upon key ideas by exploring case studies, current events, and by making connections to general course themes.
-Tutorial time will be used to offer information, guidance, and support for class assignments, which will include the personal reflection and experiential learning. Tutorials will facilitate and support the practical application of course material (lectures and readings).

Group Work
An objective of this course is to provide students with the opportunity to develop their teamwork and interpersonal skills. Throughout the course, students will be provided with a variety of opportunities for interdisciplinary discussion and group work. If and when challenges or conflicts arise, students should utilize the opportunities to employ strategies to improve the group dynamics going forward. To support formative assessment and feedback on group work skills, students will conduct weekly self and group assessments. Additionally, students will submit an evaluation of contribution along with the submission of each group assignment. If any group members' overall assessment is below 70%, the instructor reserves the right to apply their weighting to the group members overall project grade. For example, if the group's total project grade is an 80% but one group member was assessed at a 69%, that group member would receive a 55% on their overall project. Students are encouraged to work as a team and seek support from the course instructor early on if challenges arise. Initial actions will include a facilitated discussion with all group members focused on listening and seeking first to understand, in order to resolve the conflict and strengthen group dynamics.

CLASS ATTENDANCE, PARTICIPATION, & WEEKLY UPDATES TO PROJECT CHAMPIONS
Students are expected to attend each class and group meeting, be on time and stay for the full duration. Additionally, students are expected to be fully present, which includes removing all potential distractions, demonstrating respect for their own learning and the experience of those around them, and participating in activities and discussions.
Grace will be permitted one time for lateness, missed attendance, lacking participation, or inappropriate or missed weekly meetings. A second instance will require meeting with the course instructor to explore the situation, learn from the experience, and develop a plan for moving forward.

ASSIGNMENT SUBMISSION GUIDELINES

Format: To ensure the instructor can include detailed feedback and comments, assignments should be submitted in Word format via Avenue to Learn, unless otherwise stated.

Style: APA Style is preferred, but consistency is of utmost importance. See OWL for support.

Late Assignments: Please make arrangements for the submission of any late assignment. A reasonable timeframe would be at least 24-hours before the assignment is due. That being said, the more notice the better. If arrangements are not made, late assignments will be penalized 15% each day, including Saturday, starting at 12:01 am the following day. A maximum of three days will be permitted for late assignments, after which the assignment will receive a grade of zero.

REQUIRED READINGS, INSTRUCTIONAL VIDEOS, AND LEARNING RESOURCES
Consistent with the goals of the Sustainable Future Program, all readings, instructional videos, and learning resources are available via open access, through the McMaster library, or reproduced and posted on Avenue to Learn. There is no required textbook for this course.

COURSE DESCRIPTION AND PROCESS
Some project opportunities for this course will be offered through a collaborative initiative with community organizations and guest lecturers. In completing their project, students will engage in practical research and application through working with individuals, groups and/or organizations on campus and/or within the Hamilton community to develop their advocacy sustainability project. All students will work in groups of 4-5. Groups will be determined based on students' choice of project. Each group will work with a Community Project Champion (CPC), who will assist in guiding students to plan and evaluate their project.

A variety of project opportunities will be made available to students to choose from. Summary descriptions of each project will be made available on the course website in January, with all projects posted before the second class. Additionally, CPCs will virtually attend one of the first few classes to meet with students and to provide more information about the available projects.

Students will then rank all projects, including a brief description about why each of their first three choices is right for them. Students will submit their list of project choices to the course instructor who will formulate project groups considering students' project selection and ranking. Please note that students do not choose their group members. Student should focus on choosing a project that is most in line with their individual learning outcomes and personal interests. Based on individual project selection, groups will be formulated. The course instructor will aim to communicate projects and group members to all students within 24 hours.

Students will conduct regular self-reflections and group evaluations throughout the course and will submit a formal group evaluation at the end of the term.

EVALUATION
Please note that detailed guidelines and marking rubrics for each assignment can be found on Avenue to Learn.

3. SCHEDULE

This lecture schedule is based upon current university and public health guidelines and may be subject to changes during the term. Any changes to the schedule or course delivery will be communicated on the

CLASS 1 January 13, 2022 Online	Introductions, course overview, assignment review, and introduction to the course. Guest: Grace Kuang (Sustain Minor)	Assignments • Pre-Work: come prepared for class by looking at the SDG link, watching the video and answering the questions • Readings, Due January 20th • Reflection (Advocacy), Due January 27th
CLASS 2 January 20, 2022 Online	Community presentations and lecture on creating space and structure for advocacy.	• List your community project Interests from 1-3, Due January 21st at 5pm • Have your first group meeting by January 27th • Reading Due January 27th • Reminder: Do your background research, start to dive into your project of interest, roughly answer the questions provided.
CLASS 3 January 27, 2022 Online	Group Project (Tutorial) Guest Speaker: Fairuz Karim, past 2SS3 Student, speaking about her experience with the Hamilton Public Washrooms project.	• SMART Goals, Due February 3rd • Readings February 3rd • Have first group meeting with your CPC by February 3rd
CLASS 4 February 3, 2022 Online	The triple bottom line, Personal/Cultural/Structural and local advocacy discussion.	• Project Plan, Due February 9th • Readings Due February 10th • Reflection (Sustainability) Due February 10th • Submit your first Weekly Group Progress Update Due February 4th
CLASS 5 February 10, 2022 In-Class (Please remember to check A2L for any updates about potential	Knowing your target audience, sources of power, why all advocacy is political, and writing an advocacy letter.	• Advocacy Letter, Due February 17th • Readings Due February 17th • Summary definition for your leadership theory • Keep working on your final project! • Weekly Group Progress Update Due February 11th

changes to class location)		
CLASS 6 February 17, 2022 Online	Leadership and soft skills workshop (Tutorial) Guest Speaker: Dr. Alpha Abebe Assistant Professor with the Faculty of Humanities and Lead for African and African Diaspora Studies	• Advocacy Plan (rough draft) Due February 18th • Readings March 3rd • Reflection (Leadership) Due March 3rd • Weekly Group Progress Update Due February 18th
CLASS 7 February 24, 2022	Mid-Term Recess, NO CLASS	
CLASS 8 March 3, 2022 In-Class (Please remember to check A2L for any updates about potential changes to class location)	Delivery methods of advocacy work, how do you make it happen?	• Rough Draft of Project Materials/Product (if you want feedback) Due March 14th
CLASS 9 March 10, 2022 Online	Principles of advocacy, advocacy plan, and engagement principles. Guest Speaker: Sylvia Cheuy (Tutorial)	• Readings Due March 17th • Weekly Group Progress Update Due March 11th
CLASS 10 March 17, 2022 Online	Evaluation, the lesson and growth in failing. Guest Lecture: Dr. Soren Brothers, environmental scientist and researcher, inaugural Allan and Helaine Shiff Curator of Climate Change at the ROM	• Readings Due March 24th • Weekly Group Progress Update Due March 18th
CLASS 11 March 24, 2022 In-Class (Please remember to check A2L for any updates about potential changes to class location)	How do we sustain advocacy?	• Weekly Group Progress Update Due March 25th • Readings Due March 31st • Reflection (Failure) Due March 31st • Weekly Group Progress Update Due March 25th

CLASS 12 March 31, 2022 Online	Social justice, oppression, trends, and advocacy as an attitude. Environmental justice and intersectionality. (Tutorial) Lead: Kiran Bassi	• Final Project Due April 5th • Weekly Group Progress Update Due April 1st
CLASS 13 April 7, 2022 In-class (Please remember to check A2L for any updates about potential changes to class location)	In Class Presentations for all final projects Unpacking SUSTAIN 2SS3 and project celebration.	• Group Evaluation April 8th • Final Reflection Due April 11th • CPC's invited to attend

4. ASSESSMENT OF LEARNING	WEIGHT %
Advocacy Letter (Individual): Students will develop an advocacy letter based on one of the community projects presented in class. The purpose of this assignment is to learn how to write letters to advocate on behalf of an individual or to bring about change at the personal, cultural or structural level for individuals, groups or communities. **Due Dates**: February 17th 2022 **Time Due**: 10:00pm **Format:** Word**,** submitted in Avenue to Learn.	*10%*
Reflections (Individual): Students will regularly reflect on course readings and/or lectures as well as on their teamwork. Individual student grades will be calculated based on the quality of their weekly reflections, not the evaluation provided to self and others. This assessment is intended to foster critical reflection, generate discussion, and promote successful teamwork. **Time Due**: #1- Advocacy: Due January 27th at 10:00pm #2- Sustainability: Due February 10th at 10:00pm #3- Leadership: Due March 3rd at 10:00pm #4- Failure: Due March 31st at 10:00pm	*15%*

Format: Any format, submitted in Avenue to Learn.	
Attendance and Participation (Individual): Students are expected to attend each class and group meeting, be on time and stay for the full duration. Additionally, students are expected to be fully present, which includes removing all potential distractions, demonstrating respect for their own learning and the experience of those around them, and participating in activities and discussions. Each class two marks will be given, one for participation and one for attendance.	*15%*

Final Project (Group): 45% (broken down into subsections)

The purpose of the final project is for students to use their knowledge and advocacy skills to develop a plan to advocate for a need currently being faced by society today.

Project Plan (Group): Students in each group will work together to create a project plan road map. This plan will outline the roles and responsibilities of each group member, tasks and deadlines, meeting dates, how work will be reviewed by all members prior to submission, and methods of communication. This plan will be submitted to the instructor prior to work starting on the final project. This plan will serve as a guide for the group as they navigate the project and any divergences that might arise. **Due Dates**: February 9th 2022 **Time Due**: 10:00pm **Format:** Word**,** submitted in Avenue to Learn.	*5%*
Advocacy Plan (Group): Upon choosing a project and forming a project group, all members of the group will then work together to prepare an advocacy plan. The group will follow the advocacy plan format. A good plan will clearly explain the *why*, *how*, and *what* of the project, along with the specific actions, deliverables, roles and responsibilities, and timelines required for implementation. The advocacy plan should provide all necessary details and information so the course instructor can understand and the CPC could effectively implement the plan successfully. The plan will have a clearly defined advocacy problem, determined a SMART goal, defined the current context, developed strategy options, thought through the steps required for implementation, and considered evaluation	*15%*

options. The plan will include a timeline for the goals that are feasible, and outline expected challenges with clearly stated methods for managing any negative consequences that could impact implementation of the initiative. The plan should be continuously reviewed, revised, and updated. Students will have their project plan reviewed by their CPC, and course instructor or TA prior to formal submission on the due date below. **Rough Draft** (not graded) **Due Dates**: February 18th 2022 **Time Due**: 10:00pm **Format:** Word**,** submitted in Avenue to Learn. **Final Version** **Due Dates**: April 5th 2022 **Time Due**: 10:00pm **Format:** Word**,** submitted in Avenue to Learn. **Note:** Please submit images as JPEG or PNG and in a separate attachment.	
Weekly group progress updates (Group): Each week students will send a weekly update email to their CPC, Instructor, TA, and copying all group members. The update email should include: updates from the past week on the group project; next steps for the coming week; questions needing a reply (if applicable); and the agenda for the next meeting, along with the date, time and meeting method. Please note that groups are required to update/converse with their CPC weekly and meet with their CPC a minimum of five times during the semester. **Due Dates**: Due Fridays **Time Due**: 10:00pm **Format**: To be submitted via email.	*5%*
Final Project (Group): Students will prepare a final project report with the following components to support their presentation and to provide to the CPC to use: - Advocacy Plan (refined advocacy plan) - Implementation Plan - An outline of the steps the CPC would need to follow to implement your advocacy product/material. This could include training, resources, etc. - Evidence to support methods - Evaluation tool/methods	*15%*

• How will you measure the outcomes of your plan/product/materials? • Leadership and engagement skills needed • Advocacy Letter • Materials and/or supporting documents • Each group will develop one product/material as part of the final project. This could be a report, draft social media campaign, event plan, workshop plan etc. Note that these are not to be implemented by the students. When developing the product/material consider how you would make it easy for the CPC or another group to implement with your plan and materials. **Due Date**: April 5th 2022 **Time Due**: 10:00pm **Format**: Word document, with Materials submitted as appropriate	
Presentation (Group): Each group will prepare and deliver a five minute presentation and be prepared for a five minute question and answer period on their final project to the class. This presentation will provide an overview of their project, implementation plan, supporting materials, lessons learned, and opposing views considered. Consider your leadership styles and how your environment can be used to support your presentation. Classmates will be invited to participate by offering suggestions for an area of growth, an area of strength, and a question raised by the presentation. **Due Dates**: April 7th 2022 **Time Due**: in class **Format**: Presentation to occur online via Zoom. Slides/presentation materials to be handed in by 10:00pm on April 7th 2022.	*10%*
Final Reflection (Individual) Each student will establish personal and learning goals at the start of the semester setting SMART goals for themselves and will strive to accomplish these goals by the end of the course. Students are encouraged to utilize their weekly self-reflections or a personal journal to reflect on their experiences and learning. Students are then encouraged to pull from these personal reflections to prepare one formal reflection of academic quality. Students are encouraged to reflect on the challenges they faced, things that worked well, what they could have done differently, and how they can continue their learning.	*10%*

Each student will prepare one reflection paper, addressing the following:

1. Recount your experience within this course, and discuss your learning. You may choose a theme related to one of your learning goals, your project plan, or even something you did not expect to learn.
2. Reflect on the SMART goal you set at the beginning of the semester, did you meet your goal, what did you learn?
3. What contributed to your learning this semester and how did it happen?
4. How will you apply this new knowledge to your field of study? And what impact do you think it could have?
5. What aspects of the course (readings, lectures, leadership, workshops, etc) supported your experiential learning? Make connections using three sources demonstrating how your experiences can be better understood in relation to the course material, and vice versa.

Students are encouraged to draw from readings, self-reflections, lectures, and workshops to support their work. Your reflection is your own personal learning journey and needs to be supported by evidence.

Due Dates: April 11th 2022 **Time Due**: 10:00pm
Format: Word format.
Word Limit: 2,000 words (Flexible. Do not feel pressured to reach 2000 or constrained to keep within it)
Sources: Minimum of three sources, at least one from class/readings and at least one outside source.
Rubric: Evaluation for the final reflection will be based on the information found in the [Report on Guided Reflection].

5. LEARNING OUTCOMES

Demonstrate a deep understanding of local advocacy and sustainability issues and their interconnectedness within a broader system through written assignments, discussions, and practical application.

Apply essential advocacy and soft skills within an interdisciplinary setting, including project planning, implementation, problem solving, teamwork, and communication to influence decisions.

Generate solutions to problems and evaluate outcomes through conducting research and implementing critical thinking and interdisciplinary problem-solving skills.

Create meaning by generating connections between academic theory and action through reflection.

6. COMMUNICATIONS

It is the student's responsibility to:
- Maintain current contact information with the University, including address, phone numbers, and emergency contact information.
- Use the University provided e-mail address or maintain a valid forwarding e-mail address.
- Regularly check the official University communications channels. Official University communications are considered received if sent by postal mail, by fax, or by e-mail to the student's designated primary e-mail account via their "@mcmaster.ca" alias.

- Accept that forwarded e-mails may be lost and that e-mail is considered received if sent via the student's @mcmaster.ca alias.
- Check the McMaster/Avenue email and course websites on a regular basis during the term.

7. POLICIES

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/

The following illustrates only three forms of academic dishonesty:
- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

PROTECTION OF PRIVACY ACT (FIPPA)
The Freedom of Information and Protection of Privacy Act (FIPPA) applies to universities. Instructors should take care to protect student names, student numbers, grades and all other personal information at all times. For example, the submission and return of assignments and the posting of grades must be done in a manner that ensures confidentiality - see http://www.mcmaster.ca/univsec/fippa/fippa.cfm

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation <u>or</u> to the Registrar's Office prior to their examinations. Students should also

contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

8. MCMASTER GRADING SCALE		
Grade	Equivalent Grade Point	Equivalent Percentages
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49