SUSTAIN 3SS3 – Fostering Sustainable Communities through 100in1Day Hamilton
SPRING 2020

Lectures:	Tuesday 6pm to 9pm
Learning Labs	Thursday 6pm to 9pm
Lecture Room:	Classes & Labs take place Online using Zoom and Storm Board
Instructor: **Office Hour:** **Office:**	**Peter Topalovic** (topalopj@mcmaster.ca) Tuesdays by appointment Online Conferencing through Zoom

Teaching Assistants:

Hargun Grewal	**grewah26@mcmaster.ca**	Learning Lab	Office hours by appointment

Lectures, Tutorials and Learning Lab tools:

Online Course using the following tools:

- Zoom Webconferencing for lectures and learning labs (https://mcmaster.zoom.us/)
- Storm Board (https://stormboard.com/)

You will need to create accounts on both tools for this course. You will also need access to a computer, webcam, microphone, speaker and internet access for this course, as it is completely online and will include live lectures and meetings.

COURSE DESCRIPTION

Students will gain knowledge, skills and abilities to support collaborative approaches to making positive, sustainable change within the community. They will apply their learning through involvement in 100in1Day Hamilton.

100 in 1 Day aims to transform communities through engaging and encouraging residents to improve their cities in meaningful ways through urban initiatives and activations. This year, 100 in 1 Day is focusing on building community resilience during Covid-19 using online interventions. The course will be conducted online and the main deliverable of the course is for students to develop online community resiliency activations and initiatives that improve and engage the community in this time of great need.

Please review the 100in1 day Instagram account and Twitter account which is already cataloguing some of the great things Hamiltonians are working on to improve community in this important time.

COURSE OVERVIEW

This course will provide students with opportunities to work directly with community members and organizations through design workshops, idea incubation sessions, and urban interventions that all occur online. The emphasis on inquiry, experiential education, and reflection will relate the practical experience to theory and help students develop the essential skills necessary for meaningful community engagement and building sustainable communities.

Important Notes:

Avenue to Learn: This course uses Avenue to Learn to post assignments, rubrics, readings, and other notices. It is important to visit Avenue to Learn regularly to be kept informed of any new information. Most course assignments will be submitted via Avenue to Learn. Go to website (http://avenue.mcmaster.ca/) to find out how to log-on to the course's home page.

Information	Details	Location
Important Course News and Updates	Important updates, information about assignments, tutorials, and projects *Please check daily*	Avenue to Learn - News
Course Syllabus	Course Syllabus	Avenue to Learn > Content
Resources for Assignments	Assignment guides and rubrics	Avenue to Learn > Content > Resources for Assignments
Readings	Required readings	Avenue to Learn > Content > Readings
Interesting Community News and Events	Volunteer/job opportunities, events, surveys etc.	Available on via Instagram, Facebook, Twitter, and LinkedIn at "@macsustain"

COURSE STRUCTURE

SUSTAIN 3SS3 is made up of readings, lectures, workshops, and learning labs/tutorials

- Readings are provided to give a deeper understanding of the lecture content and can be completed throughout the course. They will be helpful for the completion of the opinion response.
- Lecture time will be used to help guide students through the readings and will make connections to course themes and key ideas by exploring case studies and current events.
- Workshops will be held regularly online as a way to enhance learning and skill development through experience and practical application of course content.
- Ideas and engagement techniques from the class will be used to enhance community initiatives and/or assist the community in meeting their challenges
- Students will engage with the community, listen to their challenges and ideas, learning from them, and then contributing to community change through collaboration in online environments
- Tutorial time will be used to support student understanding and the practical application of course material from lectures and readings. Tutorial time will also be used to offer guidance and support for class assignments.

Course Learning Objectives

By the end of the course, students will be able to:

1. Understand the meanings underlying the sustainability, behaviour change, and community engagement theories presented through forming opinions on the course content (Evaluation: Opinion Response and Lecture discussions)
2. Retrieve relevant knowledge on general themes and major points from course content (Evaluation: Urban Intervention and Community Workshop project)
3. Integrate knowledge from course content into personal experience through planning and implementing an urban intervention in the community (Evaluation: Urban Intervention project and Reflection)
4. Apply course concepts and theories to create solutions that improve the sustainability of cities, effective public engagement, and civic incubation (Evaluation: Urban Intervention and Community Engagement assignment).
5. Create meaning by generating connections between academic theory and action through reflection (Evaluation: Reflection as part of the Urban Intervention project)

Group Work

Throughout the course, students will be provided with a variety of opportunities for interdisciplinary discussion and group work. All group members will receive the same mark for group assignments. Part of this course is to provide students with the opportunity to develop their teamwork skills. If and when challenges arise, utilize the opportunity to employ strategies to better the group dynamics going forward. You are encouraged to seek support from the Teaching Assistants or Course Instructor.

In extreme circumstances, and once group members have attempted to address the situation as a team, they may approach the Course Instructor to proceed with further action. In such an instance, the group will be requested to submit documentation of the problem(s). After an initial warning, and if no significant improvement is made, the Course Instructor reserves the right to adjust any individual's assignment mark up to 50% of the group grade.

All group work submissions must indicate which group member contributed to which part of the assignment and/or include a pie chart depicting value of contributions put forth by each group member. Please include this throughout the document or at the end of the document (bullet points and/or percentages are sufficient).

Assignment and Reading Critique Submission Guidelines

All assignments and reading summaries should be submitted in Word doc. format via Avenue to Learn. See assignment-specific criteria for instructions.

Late assignments will be penalized 15% each day, including Saturday and Sunday, 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, unless specific arrangements have been made with the TA. Any arrangements for late submission must be made at least 24-hours before the assignment is due. In the case of extenuating circumstances, please contact and discuss with the TA or the Course Instructor.

MSAF Policy and Missed Classes

All MSAF's received by the professor will automatically extend the submission deadline by three calendar days. No other arrangements need to be made. Please ensure the instructor and your marking TA are included on the MSAF form to ensure it is properly recorded.

MSAFs are not required for course participation; instead, a student may miss 1 Lecture and 1 Tutorial/Learning Lab without penalty, by notifying your tutorial TA. Missed workshops can be made up by submitting a bonus assignment. If a workshop is missed, the mark of the bonus assignment will go towards your missed workshop.

Required Readings:

There is no textbook or course pack for this class. Consistent with the goals of the Sustainable Future Program, all readings can be found on Avenue to Learn.

COURSE EVALUATION

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

Evaluation Breakdown

1. Urban Intervention: 60% total
    a. Project Plan (15%)
    b. Intervention Results Infographic (15%)
    c. Intervention Results Presentation (10%)
    d. Reflection (20%)
2. Attendance and Participation: 20%
    a. Lecture (5%)
    b. Learning Lab (5%)
    c. 100in1 Day Event (June 6) (10%)
3. Resource and Scale Up Workshop and Opinion Response: 20%
    a. Resource and Scale Up Workshop (10%)
    b. Behaviour Change Opinion Response (10%)

1. Urban Intervention Project (60% total)

In line with the overall goals of the Sustainable Future Program, students will have the opportunity to take part in self-directed and experiential education related to an identified community need (through attendance at a online community workshop) related to sustainability. In order to achieve these goals, students will run an online urban intervention in the community on 100in1 Day (June 6) that addresses some aspect of the identified community need that relates to sustainability and building capacity during COVID19 physical distancing. Examples might include an awareness campaign, community experiential education, supporting the work of community organizations, creating on-line tutorials, or improving community sharing and helping. Students will set measurable goals and prepare a plan for accomplishing them. As part of the urban intervention challenge, students will prepare a project plan, an infographic and presentation of their results, and a personal reflection on their learning. Students will work in groups, but reflection assignments will be handed in as individuals.

<u>**PART A:**</u> <u>Project Plan: 15%</u>

Students are to prepare a project plan addressing the nine questions below. Please use the subheadings provided to format your plan.

1. Project Title: Generate a descriptive and catchy title for your project

2. Overview: Describe the context and relevance for your project. This should included the problem, identified need, and connection to sustainability. You should have at least one external source to support your claims, which could include City plans, news reports, neighbourhood action plans, etc. (150 words maximum)

3. Goal: In one sentence, outline the one goal of your project, but completing the following sentence, "The goal of my challenge is to…"

4. Objectives: In order of operation, and in one sentence each, list 3 objectives that will guide the process to achieve your goal.

5. Deliverables: Provide three SMART (Specific, Measurable, Attainable, Relevant, Time-based) goals, one for each objective listed. Please also state how each goal meets each of the five SMART goal components. (Each SMART goal should be approximately 1-3 sentences. No word limit on the description of SMART goal components, but be as concise as possible)

6. Measures of Success: Describe your measure of success for each SMART goal. Include a detailed description for how you will track, manage, and measure each goal. These can be in point form. (aim for approximately 1-3 sentences each)

7. Project Focus and Scope: Define your focus by outlining what is both in and out of scope. Hint: think through Who, What, Where, When, and How of each phase of your project. (No word limit, but aim for about 200 words)

8. Timeline and Schedule: Describe your process for what you will do throughout your project by creating a timeline, a calendar of events, or something else that clearly describes how you will go about your project and what you will do when. Be sure to include all important dates, your smart goals, assignment deadlines, and those of your community and class partners. Include information about intervention set up and tear down times on 100in1 Day on June 1st. (Aim for about 30-50 items)-

9. Planning for Success: Consider what you will need to be successful. Describe what you will you do *before* beginning your project and what you will do *during* your project to ensure you are successful. Include any research/consultation you will need to perform, supplies you will need to gather, and/or any support from other groups you will require. Address at least two possible barriers and two possible opportunities you may face and how you will overcome/benefit from them. (Aim for between 500-1000 words)

References: 5 references minimum. Course lecture content, course readings, reports, blogs and media resources can be used. At least 2 references must be from peer-reviewed and academic sources.

Due: Friday May 19, 2019
Marked By: TA
Rubric: See Avenue to Learn

PART B: Reflection Assignment: (20%)

Students are encouraged to utilize their own personal journal to reflect on their experiences and learning throughout the course. Students are then encouraged to pull from these personal reflections to prepare a formal reflection of academic quality. Students are encouraged to reflect on their most significant learning, the challenges they faced, things that worked well, what they could have done differently, and the future of their project. Each student will prepare their reflection papers, considering the following:

1. What has been your greatest learning during the course? This may be related to one of your learning goals, your project plan, or even something you did not expect to learn initially.
2. What contributed to your learning and how did it happen?
3. What aspects of the course (readings, lectures, workshops etc.) supported your experiential learning? How can your experiences be better understood in relation to the course material, and vice versa?
4. How will you extend your learning going forward?

References: A minimum of three sources. At least two must be from course readings. One may be from lecture. Addition sources are encouraged, as appropriate.

Due: Thursday, June 12th by 11:59pm
Word Limit: 2000 words max. Words beyond 2000 will not be considered.
Marked By: TA
Rubric: See Avenue to Learn

PART C: Project Presentation and Infographic: 20%

Presentation: 10%

Students will prepare a 10-minute presentation of their project. There will be time for one or two questions from the audience. The presentations can be in any format the students wishes, but must include photos of their intervention in action from 100in1day on June 1. The presentations will be evaluated by the Tutorial TA.

Time Limit: 10 minutes max, plus 2 minutes for questions.

Infographic and Report Page: 15%

This should complement the presentation and provide a summary of where the intervention took place, what occurred as part of the intervention, who the intended audience was, and what the outcomes of the intervention were. Pictures of the intervention should be included and the infographic should be presented as a way to quickly engage people around urban interventions and their importance for community engagement and environmentally supportive behaviour change.

The infographic will be accompanied by a report page for the ASP Annual Report and should include: Title, Overview, Objectives, Reporting and Collaborators headings.

Due: June 16th and June 18th

Infographic Marked By: Your TA
Presentation Marked By: Peer and participant evaluation
Rubric: See Avenue to Learn

2. Preparation, Attendance, and Participation (15%)

Preparation is key to success. Students are expected to attend each lecture and lab having completed all identified tasks, including homework assignments and readings.

Attendance will be taken during each class and lab. In addition, each student must attend at least one community workshop and participate in the 100in1day event day on June 6, 2020. This includes completing the urban intervention on June 6 and assisting with event logistics on that day.

"80 percent of life is showing up" - Woody Allen

Participation. Remember, "showing up" is more than physically being present. Students are expected to contribute during discussions and activities by providing meaningful contribution. Note that lectures and labs are designed to encourage participation through various means including one-on-one peer discussions, small group tasks, activities, and large class discussions.

> *Overview on how to receive an A+ on Preparation, Attendance, and Participation:*
> ✓ *Come prepared to each lecture, lab, and workshop with all readings, assignments, and tasks fully complete*
> ✓ *Attend and participate in all lectures, labs, and workshops*

The TA and Course Instructor reserve the right to reduce participation marks when students are not paying attention in class, not participating and/or not doing work pertinent to the course.

Mark Breakdown
- Lecture (5%): 1 attendance mark per lecture, 1 participation mark per lecture
- Learning Lab (5%): 1 attendance mark per lab, 2 participation marks per lab
- 100in1 Day Event (June 6) (10%):
  - Community contact evaluation: 4 marks
  - Flip Grid (vlog) of Intervention: 3 marks
    - Introduce yourself, show the setup of the online intervention
    - Show the Initial crowds and reception during the day or week using counts and analytics
    - Show updates throughout the day or the lead up to the day
    - How did you adapt to any challenges during the day or the lead up to the day
    - Take away reflection on your experience
    - Your favourite moment.
  - Instagram, Facebook and/or Twitter posts of the intervention: 1 mark
  - Volunteering for 100in1 Day, recruiting volunteers and/or encouraging others to run interventions of their own: 2 marks

3. Assignments: 20% (Group Assignment and Reading Opinion Critique)

A. Resource and Scale Up Workshop (10%)

Students will work in their urban intervention groups to design, prepare, and deliver a resource and scale up engagement workshop based on their urban intervention project. The students will apply principles of community engagement, make use of several engagement strategies, and employ inclusive group facilitation techniques.

This workshop will take place right after 100 in 1 Day in order to discuss the challenges in delivering the urban intervention, developing solutions to overcome challenges, forming a plan for scaling up the intervention and finding ways to ensure it has lasting change. The feedback from workshop participants will be used to inform final reporting on the urban intervention project.

References: The assignment must include the use of practices outlined in the Hamilton Engagement Committee Toolkit.

Groups: Assignment groups will be comprised of the same groups as the urban interventions but may be combined with another group based on intervention theme. Groups will be created in tutorial with the assistance from the tutorial TA.

Marks will be assigned based on workshop performance and community feedback.

Due: June 9 and 11 during lecture and live learning lab time slots
Marked By: Community members, professor and TA
Rubric: See Avenue to Learn

B. Behaviour Change Opinion Responses (10%)

Students will submit an opinion response on Environmentally Supportive Behaviour Change. Students should refer to readings, lectures, workshops, literature, and media to support each response.

Question to be answered: Can urban interventions and civic incubation contribute to environmentally supportive behaviour change?
- If yes, describe an example in the community or in the world where this has happened and why it was successful?
- If no, describe why this is not the case, cite examples and provide ideas on how this can be improved.
- Describe what could be done to make an urban intervention more effective, if possible.
- Consider the ideas, challenges, successes and results from the Resource and Scale Up workshop regarding your intervention

How Opinion Response Assignments Work
Read the suggested course readings and attend lecture, lab, and workshops. Answer the Opinion Response Question by forming an opinion on the topic, articulate your opinion citing references from the readings and lecture to back-up your points.

References: A minimum of two, which must be from two different readings.
Word Range: 450 - 850 words

Due Date Thursday, May 29 by 11:59 pm
Marked By: Your tutorial TA
Rubric: See Avenue to Learn

POLICY STATEMENTS (Please read the following carefully)

Academic Dishonesty

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.
Academic dishonesty is to knowingly act or fail to act in a way that result 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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at http://www.mcmaster.ca/academicintegrity

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

Inclusivity

The Instructor, TA, and Senior Manager, Academic Sustainability Programs are committed to creating an equitable environment and encourage openness to multiple perspectives and points of view. Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodations, please feel free to approach one of the instructors and/or Student Accessibility Services (http://sas.mcmaster.ca/) as soon as possible.

A note about the use of Avenue to Learn

This course uses Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with a course instructor.

Course modifications

The Instructor and University reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

COMPREHENSIVE CLASS AND TUTORIAL SCHEDULE

➢ **See Sustain 3SS3 Master Calendar**

Land acknowledgment:
The land on which we gather is located on the traditional territories of the Mississauga and Haudenosaunee nations, and is within the lands protected by the "Dish With One Spoon" wampum Agreement.
https://healthsci.mcmaster.ca/docs/librariesprovider59/resources/mcmaster-university-land-acknowledgment-guide.pdf?sfvrsn=7318d517_2