SIUE logo with black sans serif capital SIU and a red lower case e

Syllabus for CODE221

Research Team III – Face to Face

Spring 2024

# About the Instructor

Name: xxx

Phone: xxx

Email: xxx

Office Number: xx

Office Hours: xxx

## Welcome

Community-Oriented Digital Engagement Scholars (CODES) is a pathway for motivated students in all fields and majors to use their general education credits to work alongside community organizations to study and address the world’s most pressing problems. CODES students meet each semester in research-team courses facilitated by their mentoring professor and a community organization to address major social problems in our region. Teams analyze, visualize, and share their work with the broader public using skills central to the digital humanities, including data mining, mapping, storytelling, networking, and cultural analytics.

This third research team course is designed to engage students fully in community-based participatory research (CBPR); you will work on-site with your community organization for ten hours over the course of the semester to conduct surveys, interviews, and experiments. You will write a series of blog posts using creative, informative, and argumentative modes that include observations of on-site work in relationship to the semester’s readings and research. This is a preliminary syllabus; we will work to choose content, additional objectives, and activities together and then I will distribute a revised version.

## **Co-Requisites and Pre-Requisites**

There are no co-requisites with this course. Students must have completed the first five courses in the CODES sequence with a C or better before enrolling in CODE221, including CODE120, CODE121, CODE122, CODE123, and CODE220.

## **Catalog Description**

Introduces community-based participatory research; students work on-site with community partner to conduct surveys, interviews, and experiments.

## **Course Goals**

* Practice CBPR method and social engagement (e.g., active listening, co-creation of knowledge, community storytelling, reflexivity)
* Develop a sophisticated understanding of the relationship between research question and the choice of a social and/or natural science research method
* Practice systems thinking by connecting readings to on-site observations in blog writing
* Continue to learn about problem in the context of [the community organization,] [municipality for cohort year,] nationally, and internationally

Course Materials

After developing a course of study, all required materials will be available on the course Blackboard site. Blackboard is the web-based course management system used at SIUe. This is your primary source of information regarding the course. Through Blackboard, you may access the course syllabus and schedule, class slides in PDF format, homework assignments, your grades, links to online resources, announcements, and other materials relevant to the course. Access the Blackboard site by going to <http://bb.siue.edu/>. Your Blackboard login is your email username and your Blackboard password is your email password. Additional Blackboard resources include:

Blackboard Student Orientation Site: <http://www.siue.edu/its/bb/index.shtml>

Blackboard Help Line: 618-650-5500

Transportation

The CODES program is committed to finding students transportation to/from the community site either by reimbursing students for travel costs or by providing University transportation as necessary. Travel arrangements will be discussed in class.

## **Course Activities/Assessments**

[Description of activities, location of materials, etc., to be completed after collaborative syllabus building activity]

## **Becoming an Effective On-Site Collaborator**

This semester we will learn how to work effectively on-site with our community partner. Community-based Participatory Research involves community organizations and academic stakeholders in equal roles to help understand assets, needs, and problems that their partnership can address. We have been working to build trust with our community partner and to make sure that our work is as meaningful for the organization as it is for us. During your on-site work, you should establish a strong reciprocal relationship with the people at your community organization by keeping your commitments, working diligently while at the organization, and treating all organization members, volunteers, and clients with respect. You should also show initiative by asking questions, taking notes, and reflecting on your experiences.

If you are unable to attend scheduled on-site hours, you should contact me and our community partner at least 24 hours in advance or as soon as possible. Please remember that our partner is depending on your regular attendance. Missing scheduled hours will negatively impact individuals who were depending on your assistance.

The CODES pathway uses Slack for communications. Use it to talk to one another and to message me privately about our work or about your other experiences on campus. I’ll be available in Slack Monday through Friday between the hours of 9 and 5.

# Course and University policies

## Academic Integrity/Plagiarism

Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](http://www.siue.edu/policies/1i6.shtml). Students are responsible for complying with University policies about academic honesty as stated in the [University’s Student Academic Conduct Code](http://www.siue.edu/policies/3c2.shtml).

## Grading

In this course we use contract grading to give you more ownership over your learning, and to focus more on the process of learning rather than a finished product. You will use a template I provide to write your learning contract, a document in which you will describe what you want to learn this semester and how you will organize your time to learn it. Though the learning contract has categories of assessment; you’ll decide how you’ll weight your work (see learning contract guide appended to this syllabus). You’ll decide where you want to concentrate your greatest effort, and what you want to improve upon. I won’t be assigning you numbers or letters, but rather will be giving you written feedback both in and outside of class about your work. You will submit a learning portfolio at midterm and semester’s end in which you will demonstrate and reflect upon your learning. We will meet to discuss your progress and renegotiate the contract as necessary. I will give you an approximate letter grade at midterm and assign a final letter grade at semester’s end based on how well your portfolio demonstrates the learning goals we’ve decided upon in your contract.

## Late or Missed Assignments

Because I use contract grading and we are privileging the process of learning in our research teams, I will not penalize students for late work, but to stay on schedule, receive prompt feedback, and be successful in class, try to meet our agreed upon deadlines.

## Diversity and Inclusion

This pathway deliberately seeks to be on the cutting-edge of diversity efforts at the university, hence the racial demographics of CODES exceed the standards of most other classes and programs on campus. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. In addition to fully supporting the University's [diversity statement](https://www.siue.edu/about/mission-goals-plans/diversity.shtml), we plan to participate in regular conversations throughout the semester to consider additional barriers and opportunities associated with the evolving nature of diversity, equity, and inclusion initiatives both on campus and more broadly.

## Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726). If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

## Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

* [Lovejoy Library Resources](http://www.siue.edu/lovejoylibrary/)
* [Tutoring Resource Center](https://www.siue.edu/lss/tutoring-resource-center/)
* [The Writing Center](http://www.siue.edu/lss/writing/index.shtml)
* [Academic Advising](http://www.siue.edu/advising/)
* [Financial Aid](https://www.siue.edu/financialaid/)
* [Campus Events](http://www.siue.edu/events/)
* [Counseling Services](https://www.siue.edu/counseling/)

## Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siue.edu](http://cougarcare.siue.edu/) or by calling [618-650-2842](tel:618-650-2842).

# CODES Partners

CODES is a partnership between several University programs and Centers; members of these University groups will make frequent appearances in and provides support for your CODES courses.

## The IRIS Center

The IRIS Center at SIUE is an interdisciplinary facility designed to support scholarship and teaching that applies digital content as a primary methodology. IRIS Center staff offer instructional sessions on a variety of tools and software, and students can visit the center for support in designing digital projects. The IRIS Center is particularly invested in opportunities for students to learn by doing; our students have complete fieldwork abroad, work with rare books, and serve as mentors for digital humanities clubs at secondary schools. In IRIS, students learn skills applicable to future careers like writing for the web, web development, and data visualization. Visit <https://iris.siue.edu> to learn more about the IRIS Center.

## SIUE Successful Communities Collaborative

SIUE Successful Communities Collaborative (SSCC) is a cross-disciplinary program that supports yearlong partnerships between Illinois communities and SIUE to advance local resiliency and sustainability based on community-identified environmental, social and economic issues and needs. SSCC's mission is to connect Illinois communities with SIUE students and faculty. The SSCC team is eager to support you and your cohort. Visit <https://www.siue.edu/successful-communities/index.shtml> to learn more about SSCC and the resources it has available to support your work.

## The SIUE Truth, Racial Healing and Transformation Campus Center

The SIUE Truth, Racial Healing and Transformation Campus Center (TRHT) seeks to dismantle a hierarchy of human value by connecting community agencies already engaged in anti-racism work, establishing new relationships between those community agencies and SIUE, and preparing students to work alongside community members as agents of social change. As equal partners with all stakeholders, we establish authentic, trusting relationships for the upbuilding of sustainable communities where people of all backgrounds can thrive. Visit <https://www.siue.edu/provost/trht/index.shtml> to learn more about TRHT, its goals, programs, and initiatives.

# Course Schedule

***Note for Research Team Faculty***

CODES is an innovative approach to integrating transdisciplinary problem-solving into the general education classroom. CODES Research Team syllabi are developed collaboratively with students choosing content related to their community partner’s problem and assignments agreed upon as a class.

CODES Research Teams Collaborative Syllabus content must:

* Study the team’s problem using a transdisciplinary approach drawn from fields, including history, literature, anthropology, biology, and sociology, and computer science
* Engage the histories of race and culture that have defined the St. Louis region and develop approaches and content that take ongoing struggles for equity and diversity seriously
* Be driven by student curiosity with guiding support from faculty
* Help students negotiate the civic responsibilities they bear toward others in their local communities as well as online

The curriculum is intentionally organic, transforming each year based on student interest and community need. For example, a team tasked with addressing food sustainability would read essays from Wendell Berry’s *Bringing it to the Table* and bell hooks’s *Belonging* alongside William Cronon’s environmental history of the nineteenth-century United States *Nature’s Metropolis* and Ruth Ozeki’s novel *All Over Creation*. In their writing and research courses, students could study land-use maps while conducting ethnographic research and collecting oral histories. During their scientific methods course, they could conduct experiments regarding the environmental effects of urban development. Their research teams would bring the skills and content of the humanities to bear on their sociological and scientific research. Students would learn how to interpret and write personal narrative and understand how individual stories can work collectively to illuminate diverse perspectives on a problem. As a final project, the team could work with Illinois Extension Service to create an interactive visualization of the encroachment of housing on farmland complete with digital stories about the cultural, environmental, and socioeconomic impacts. Students would use multimodal writing interpret the problem’s multiple facets. Additional examples of Research team content can be found on the [CODES website](https://iris.siue.edu/pathway/research-team-examples/).

Research Teams III focuses on Community-Based Participatory Action Research, a method that equitably involves community members, researchers, and organizations in all aspects of research design and outcomes. Students will work on-site for ten hours over the course of the semester, and therefore their in-class content load will be lighter, and their assignments should include a variety of reflective practices to share the outcomes of their on-site experiences. Work in research teams should build upon learning conducted in last semester’s course CODE123: Research and Systems Thinking. Students may integrate experimental methods from the course into their on-site work.

***Municipality and Theme for First Cohort***

Each cohort works with community organizations in a specific municipality that fit under an umbrella theme. At the orientation, students choose what aspect of the theme will be their area of focus. The first cohort will work in Alton, Illinois, with the theme “Resiliency and Spatial Justice in the Face of Climate Change.” As a Mississippi River town, Alton has a storied past. After the Missouri Compromise, Alton was a key stop for the Underground Railroad and a hub of activity for both abolitionists and hunters of people who escaped from slavery. The city was also the site of racial segregation throughout the twentieth century. Red-lining meant that black communities were relegated to parts of the city at the mercy of the river’s frequent flooding. Extreme flooding again hit Alton in spring 2019 leading to concerns about racial justice in the context of climate change. The theme will allow students to consider water quality, flood management, housing practices, and segregation in the context of history, literature, geography, and environmental science.

Teams will work to define what spatial justice should look like in this region, a concept that Edward Soja explains as “fundamentally, almost inescapably, a struggle over geography.” Because of the program’s emphasis on digital as well as physical spaces, a spatial justice approach includes preparing students to operate ethically when establishing community connections using digital platforms. The curriculum includes discussions of digital audience, ethics of online community-building, and the formation of cyber identities. Contributing to the work of spatial justice, community-engaged DH pedagogy should foster digital environments in which project participants consider their subject position in relationship to power and privilege as it operates in everyday interactions and in broader contexts.

| **Week** | **Learning Activities** | **Assignments** | **Due Dates** |
| --- | --- | --- | --- |
| **Week 1**  Date | -Review CBPR philosophy and best practices  -Discuss goals for on-site time based on previous semesters’ work |  |  |
| Date | Continue syllabus writing; What can we learn from working on-site? |  |  |
| **Week 2**  Date | -Visit from Community Organization  -Develop plan for visits | Reflection on community organization visit and revisions to “Necessary Knowledge” doc |  |
| Date | Students finalize materials for syllabus |  |  |
| **Week 3**  Date | -Read article related to CBPR results and best practices  -Discussion about team building and participation responsibilities |  |  |
| Date | Team visit to community organization | Share draft of learning contract 48 hours prior to assigned meeting time |  |
| **Week 4**  Date | Students complete on-site commitments | Reflection of first impressions |  |
| Date | Students complete on-site commitments | Daily Observation |  |
| **Week 5**  Date | In-class meeting to discuss observations |  |  |
| Date | Students complete on-site commitments | Daily Observation |  |
| **Week 6**  Date | Students complete on-site commitments |  |  |
| Date | Meeting to discuss community needs based in on-site findings attended by community partner |  |  |
| **Week 7**  Date | Visit from 220 instructor to discuss experimental design | Brainstorming of research needs and methods |  |
| Date | Team develops on-site research plan |  |  |
| **Week 8**  Date | Library research day |  |  |
| Date | Library research day | Share midterm portfolio 48 hours prior to assigned meeting time |  |
| **Week 9**  Date | Discussion of best practices for on-site research | Final research plan posted to blog |  |
| Date | On-site research |  |  |
| **Week 10**  Date | On-site research | Reflection |  |
| Date | Discussion of first results in class and plans for revision to research model |  |  |
| **Week 11**  Date | On-site research |  |  |
| Date | On-site research | Reflection |  |
| **Week 12**  Date | On-site research | Reflection |  |
| Date | Discussion of final results and plans for communication |  |  |
| **Week 13**  Date | Work on project content and design in class, IRIS support available | Draft documents |  |
| Date | Workshop progress and meet individually with me |  |  |
| **Week 14**  Date | Continue revising |  |  |
| Date | Continue revising, IRIS support available | Draft documents |  |
| **Week 15**  Date | Finalize project |  |  |
| Date | Reflective presentations attended by community partner | Share draft of learning contract 48 hours prior to assigned meeting time |  |
| **Week 16**  Date | Discussion CBPR results and next steps |  |  |
| Date | Reflection and planning for Research Team IV |  |  |

**The Learning Contract and Portfolio**

**What is a Learning Contract?**

A learning contract is a document in which you will describe what you want to learn this semester and how you will organize your time to learn it. The goal of a learning contract is to give you ownership over your learning and to help you focus more on the process rather than an end product. You get to decide what grade you want. If you want to put in the effort for an A, you can do so, if you’ve already decided that a B is your goal, you can plan to achieve it. I won’t be assigning you numbers or letters, but rather I will be giving you written feedback in and outside of class about your work. You’ll decide where you want to concentrate your greatest effort, and what you, specifically, want to improve upon. **Regardless of your goals, you are expected to complete your class assignments and attend class.**

**The Portfolio Demonstrating your Learning**

At midterm, you will create the first draft of a portfolio with artifacts that demonstrate how you’ve been meeting the goals you describe in your contract (approximately two artifacts per section of the contract). You will also submit a reflection about your progress and what you’d still like to complete. We will meet at midterm to discuss your progress and renegotiate the contract as necessary. I will give you an approximate letter grade at midterm and assign a final letter grade at semester’s end based on how well your final portfolio demonstrates your progress toward your learning goals.

I’ve chosen seven categories related to course outcomes that form the basis for the learning contract. Your portfolio should include:

* A copy of your learning contract.
* A one-page reflection that explains how each of the artifacts in your portfolio demonstrates your growth. Your reflection should indicate how you still need to improve to meet your goals and whether you need to adjust your contract to realistically complete the course.
* One to two objects in each category along with one to two sentences explaining how they serve as evidence as your progress toward your goals.

**Writing the Contract**

Note: A Learning Contract Template is available on Blackboard for you to fill out.

1. Look over the syllabus paying particular attention to the course objectives and schedule of activities. Examine the sample learning contract below and use the template.
2. Decide on a grade that is practical and achievable (you shouldn’t just choose an A because you think that is what I want to hear).
3. Choose a percentage of effort for each category.
4. Write goals for each category.
5. In the next column indicate what you will do to meet your goals.
6. In the third column indicate what artifacts you may include to demonstrate your learning
7. In the final column indicate what I should be looking for as evidence in the artifacts.
8. Find as many ways as possible to adapt your responses to your own interests. Give yourself clear and challenging criteria for success (timelines, quality of work, etc.)

**The Contract Process**

You will revisit and rework your contract after our meeting the week XX if necessary and again at midterm once you’ve delved more into the material. We will meet to discuss the contract you’ve designed for yourself. If I don’t think your contract reflects a level of effort that merits the grade you’ve chosen, I may ask you to revise. If I think you’ve concentrated too much effort in one category, I may ask you to recalculate.

**Due Dates at Beginning of Semester**

* XX: Initial contract due via Blackboard assignment tab by 11:59 pm
* XX: Discussion with XX via a ten-minute meeting
* XX: Negotiated changes resubmitted by 11:59 pm via Blackboard assignment tab

**Due Dates at Midterm**

* XX: submit portfolio via WordPress by 11:59 pm
* XX: Discussion with XX

**Final Due Dates**

* XX: final portfolio submissions to WordPress by 11:59 pm

**Learning Contract Sample**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Contracted For \_\_x\_\_ A \_\_\_\_ B \_\_\_\_ C

|  |  |  |  |
| --- | --- | --- | --- |
| **What concepts are you going to learn, or skills are you going to develop?** | **How will you learn the content/ develop the skill?** | **What evidence will you add to the portfolio to demonstrate your learning?** | **How will you and I assess the evidence of your learning/skills?** |
| **Content (30%)**   * Learn about the history of redlining in Alton and research its present impacts. * Read about redlining in other cities to compare * Consider individual stories in relationship to history, literature, art, and statistics | * Complete all readings, attend all classes, and take detailed notes * Engage during collaborative research activities by seeking answers to questions * Write blog posts to explore topic from multiple perspectives | * Snapshots of class notes * Snapshots of notes on reading * Documentation of questions I ask * Selections from blog writing * Extra research into uses of agency by Alton’s Black residents | * Class notes indicate I actively engage in learning * Blog writing demonstrates my consideration of multiple perspectives * Final project includes stories of residents corresponding with research from several fields |
| **Composition (10%)**   * Improve ability to develop claims * Experiment with writing style * Learn how to integrate writing with other media * Practice writing in new genres | * Look for examples in scholarly essays * Try new diction and sentence structure * Put sound, video, and images into presentations and projects | * Annotations of essays * Examples of in-class writings with experiments highlighted * Discussion in reflection of changes in work * Contributions to final project | * Claims improve in writing * Writing is experimental * Integrates other media tied to writing * Final project writing shows improvement |
| **Research (20%)**   * Learn to differentiate my voice from evidence * Treat research as an adventure | * Revise drafts focusing on paragraph structure * Develop an annotated bib | * Rough drafts * Research documents * Presentations * Contributions to final project | * Improvement through rough drafts * A comprehensive body of research carefully analyzed |
| **Invention (10%)**   * Learn new methods of engaging in research | * Use blogs to experiment with research methods * Practice DH skills in final project | * Final project * Blogs * Research documents | * Quality of final project shows innovative uses of transdisciplinary research |
| **Collaboration (5%)**   * Learn how to relinquish control over projects * Successfully complete work aligned with project’s goals | * Help delegate * Take responsibility over my role * Help others | * Reports from group work * Peer reviews * Presentations | * Peer reviews indicate I learned how to collaborate effectively * In Presentations, each portion of work complements the others |
| **Participation (5%)**   * Use in-class work to engage in becoming a better reader | * Practice inventive synthesis of readings and ideas * Experiment with making broad connections using multiple texts | * Class discussions * Reflections * blogging | * Contributions to discussion demonstrate inventive reading * Examples from in-class discussions demonstrate an ability to bring together multiple readings and ideas |