

ED124, Practicum in Community Based Learning
Fostering Sustainable Futures through Community Based Literacies
(4 Units; Max Enrollment—60)
Mondays, 4pm-5:50pm

Instructional Team:

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Additional Discussion & Coffee/Tea Chats: By appointment (see contact info above). We will also have opportunities to chat/support students during group-project workshop time on weeks 3, 5, 7, and 9.

Note: Content and assigned media/tasks described in this syllabus is subject to adjustments that serve to support students, programs, and instructors associated with this course.

Course Description

This course officially titled “Practicum in Community Based Learning” is an introduction to the theory and research on teaching and learning in afterschool programs and out of school learning. However . . .

We find ourselves in an unprecedented time of a global pandemic, necessitating us to engage in a practicum course through only virtual connections. We also find ourselves in what has recently been called a cold civil war in the U.S.; protests associated with the Black Lives Matter movement have moved societal conversations to the long legacy of slavery and its continual hold on U.S. institutions since before this nation came into being. This course will **not** be about tests and term papers; we will focus our efforts in ***fostering sustainable futures for/by/with youth and college students in such revolutionary times***. This will be our course theme, one that directly acknowledges our changing world (both environmental and sociopolitical) and the pandemic that we find ourselves in. We are a unique and creative task force that will work to brainstorm, plan, create, model, share, and connect with ways to meet the socioemotional and literacy demands and needs of

our surrounding learning communities. This is how we manage through such difficult times; we engage to act, for our sense of wellbeing as well as the wellbeing of others. This is what it means to be part of a community--we grow and heal together.

The course readings review current theories and research about what counts as literacy in this digital age of science and technological advancement, and ways to support critical engagement in literacy-based practices, with thematic topics that relate to environmental awareness and sustainability and using online technologies for connecting across community members that include youth. This course fulfills the practicum requirement for the Educational Studies Minor.

Typically, ED124 students engage in site-based sessions associated with afterschool programs. Given the unique situation of social distancing, all sessions with local youth will take place online.

Goals

This course will introduce students to a variety of educational contexts, and provide insight into the learning opportunities for youth from diverse cultural backgrounds. By the end of the course, students should be able to articulate key principles from [Critical Pedagogy](#) and will have applied such principles in developing resources for [Community Based Literacies](#) (CBL). It is also important to gain an awareness of diverse student populations based on social, linguistic, and cultural dimensions, and the significant educational issues surrounding these populations. Enrollees will also have a better understanding of the complexity of teaching and learning in diverse settings, particularly in online contexts.

Course Schedule

All live zoom sessions will be scheduled on a Monday, beginning at 4pm using the following link: <https://ucsb.zoom.us/j/99201023182> (We will keep using this same link for all of our live sessions; **passcode is required: 545263**). The first week will involve individual activities to help orient you to the course goals and to gather information about your interests, experiences, and goals. For weeks 2-10, we will meet live at 4pm PT, but the focus will alternate in the following way:

Weeks 2, 4, 6, 8, 10: Live Sessions for whole group and small group activities and discussions (to be led by lead instructor, teaching assistants, or guest speakers). All live sessions will be recorded for those who are unable to attend.

Weeks 3, 5, 7, 9: Project-based meetings and workshop sessions for group project work (to be facilitated by project coordinators). These sessions are intended to provide space within the course schedule to support group/site project work. Upon gaining consensus across group members, these project sessions (or additional sessions as needed) can happen at a different time through different means (e.g., phone conference or G-chat). All requests for alternative group meeting times must be submitted to Devon Christman (devonmchristman@umail.ucsb.edu) for approval.

Please note that this course is **community based**. As such, your participation in group endeavors is key for demonstrating successful completion of this course. This course may not be a good fit for those who have a heavy work schedule or limited flexibility in connecting with others.

[Our first live session will be during Week 2, Monday October 12th.](#) Please see the course schedule below for scheduled live sessions and group-based workshop sessions. Note that all live zoom sessions will be recorded and all recorded sessions will be posted on the Gauchospace site according to the week that it was scheduled, along with any presentation slides.

NOTE about the Schedule of Activities and Assignments

This course was originally intended for students to have an actual, community-placed practicum, so much of the planned activities and assignments related directly to your planning and implementation of activities and lessons to try out in a learning context, such as a classroom. Hence, much of the content needed to change due to our limitations to focusing on online spaces during the COVID-19 pandemic. According to UCSB guidelines, any interactions with youth must happen through zoom (online).

While such limitations are unfortunate for a course like this, there is still so much we can do and create with and for youth. There are a variety of online projects, and you will have the opportunity to learn about each project and rank order your preferences. To learn more about these projects, please review [the information uploaded on our course site](#) that provides full descriptions and [watch this project overview](#). Please do this before responding to [the intake survey](#).

We appreciate your understanding and flexibility during this time. We want to be sure that what we plan and create for this course will be beneficial and engaging, which takes time and effort. And to make the most of your time and effort, we worked to build in project time into scheduled class time.

Course Requirements

- 1) [INDIVIDUAL] **Regular attendance and engagement** during live sessions and participation in scheduled group discussions and activities throughout the quarter. Engagement includes active participation in online exchanges, through oral and/or written contributions and planning.

- 2) [INDIVIDUAL] **Weekly media reading/listening/viewing and associated assignments** for class. The course instructors reserve the right to alter such assigned media and assigned tasks throughout the duration of this course. Any changes made to readings/viewings will be based on assessments of student needs and interests for learning key concepts and issues related to this course. **NOTE:** assigned media is largely scheduled during the first half the quarter while the second half of the quarter focuses on project-specific tasks.

It's also important that you know that such engagement in media is a very important part of this course; we have selected articles, videos and other artifacts that will enhance your understanding of community based learning and your ability to engage in community-based projects that are designed to support local youth. As such, **we will be acknowledging your active participation in reading/viewing course media by tracking activities via our Gauchospace site.** Such tracking will avoid additional "busy work" assignments (e.g., writing summary statements on weekly course media) to check such participation.

- 3) [GROUP] **Community based group project: Making a difference for our community youth and their families.**

This quarter, we have a real-world challenge; families, schools and outreach centers are asking for online support as they do their best to support the learning and wellbeing of K-12 students. With more than 90% of our public-school children living below the poverty line and nearly 80% speaking only Spanish at home, our community needs as many resources as we can muster. As such, you will have an opportunity to work within a small group of others in this course to brainstorm, research, plan and create with or for young students who live locally. For more information, please see activities outlined in Week 1 on our Gauchospace site or in the Course Schedule below.

- 4) [INDIVIDUAL] **Initial Intake Survey and Final Reflection (see schedule below or Gauchospace site for due dates).** Follow the survey links that ask about your interests and experiences prior to and following project participation. The initial intake

survey must be completed within the first week of this course, and the final reflection must be completed the Monday of Finals week.

All required components are included in the course schedule; if you address all items described in the column “Assigned Media and Tasks” you will be addressing all the requirements listed above.

Due Dates: All assignment due dates will be clearly marked in our Course Schedule below in this syllabus AND on our Gauchospace website.

Make Up Work: For those who could not attend a session, it will be important to watch recordings and engage in assigned media to avoid falling behind. Missed workshop sessions require a message to group members in order to maintain connections and progress towards final project completion.

Given the stressful conditions of online-only contact, we will not require additional work for missed sessions and lateness on assigned media. We merely wish that all students do their best to watch sessions that were missed and read/view media during the scheduled week.

Grading Policy: All students who complete all assigned media and participate fully in weekly sessions will receive full credit and hence an A for the course. Lower grades are dependent on the frequency of absences, lack of engagement in course media, and lack of (or lateness in) completion of assignments.

Grading will be flexible depending on hardship experienced by students due to unavoidable circumstances. This course is designed to engage, inspire, and excite undergraduates and as such, we intend for students to receive high grades for this course.

Course Schedule

Class Session Topics	Assigned Media and Tasks
<p style="text-align: center;">Link to all weekly live sessions here (passcode required: 545263)</p> <p>We will be using this same link and password for all whole-class and project-based sessions during Weeks 2-10.</p>	<p>Please complete assigned media (read, watch, listen, take notes, etc.) during the week indicated below. All assigned media is available for download from our Gauchospace course site.</p> <p><i>Note: you are not expected to complete the assigned tasks listed below prior to our live session.</i></p>
<p><u>WEEK 1 (October 5-9):</u></p> <ul style="list-style-type: none"> We will have a “soft start” to this course, which means that all assigned media and tasks during this week (see right) should be completed on your own before our first “live session” on October 12th, with the exception of the first two tasks (overview of projects and survey) that must be completed by October 7th. <p>NOTE: You do not have to complete any of the content assigned for this week in order to participate in this session.</p>	<ol style="list-style-type: none"> View & Read by October 7th: Group Project/Program options. Complete: Electronic submission of Initial Intake survey. <u>PLEASE RESPOND TO THIS SURVEY NO LATER THAN Wednesday, October 7th.</u> We will use this information to organize the class into working groups for group projects and the like. View: Learn about the “OG” of virtual instruction through the recent acclaimed documentary, <i>Won't you be my neighbor?</i> that is available via GauchoCast. View: A short video on how a Native community is managing school practices during the COVID-19 pandemic Read: One-page biographies from students on "Who I Am Right Now"

<p>WEEK 2 (October 12-16)</p> <ul style="list-style-type: none"> • First Live Zoom Session at 4pm with Break-out sessions on course and small group introductions. • Meeting with project coordinators and getting oriented to the project. <p>NOTE: You do not have to complete any of the content assigned for this week in order to participate in this session.</p>	<ol style="list-style-type: none"> 1. Read: Moll, Amanti, Neff & Gonzales, <i>Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.</i> 2. Complete Assignment: Observing Two Communities of Learning. Two video clips of science learning in Action; one featuring children and the other featuring adults. NOTE: the audio can be difficult to understand without the transcripts--please access these on our Gauchospace 3. Contribute to the Global Venn Diagram based on your views on the similarities and differences between the two Communities of Learning. Use this link to contribute your ideas. We will be using these collective notes in our next scheduled live session during Week 4.
<p>WEEK 3 (October 19-23):</p> <ul style="list-style-type: none"> • Live Session Project Group Planning. <p>NOTE: You do not have to complete any of the content assigned for this week in order to participate in this session.</p>	<ol style="list-style-type: none"> 1. View: Communicating with Young Minds; Engaging in (trans)languaging with Youth 2. Read: Wink, J. (2011). <i>Critical Pedagogy: Notes from the Real world</i> (CH 1, Excerpted Parts 1 & 2: Why in the world does critical pedagogy matter?) Upper Saddle River, NJ: Pearson Education Inc. (Available on Gauchospace) 3. Read: Introduction to the documentary about ICE raids in Santa Cruz 4. View: Documentary about ICE raids in Santa Cruz
<p>WEEK 4 (October 26-30)</p> <ul style="list-style-type: none"> • Live Zoom Session at 4pm with Break-out sessions on literacy demands, resource exploration and critical discussion. NOTE: You do not have to complete any of the content assigned for this week in order to participate in this session. <p>NOTE: You do not have to complete any of the content assigned for this week in order to participate in this session.</p>	<ol style="list-style-type: none"> 1. View: Writing for Young Minds. 2. Read: Quijada Cerecer, D., Cahill, C. & Bradley, M. (2013) Toward a critical youth policy praxis: Critical youth studies and participatory action research, <i>Theory into Practice</i>, 52(3), 216-223.

<p><u>WEEK 5 (November 2-6)</u></p> <ul style="list-style-type: none"> • Live Session Project Group Planning & Check-in. <p><u>NOTE:</u> You do not have to complete any of the content assigned for this week in order to participate in this session.</p>	<ol style="list-style-type: none"> 1. Read: Language revitalization of the Cold Lake First Nation 2. View: Documentary video about reclaiming one's culture and language.
<p><u>WEEK 6 (November 9-13)</u></p> <ul style="list-style-type: none"> • Live session led by Rachelle Mottus on language revitalization of Native communities and childhood experiences. 	<p>[NO ASSIGNED MEDIA: Focus on group-project work and activities]</p>
<p><u>WEEK 7 (November 16-20)</u></p> <ul style="list-style-type: none"> • Live Session Project Group Planning & Check-in. <p><u>NOTE:</u> You do not have to complete any of the content assigned for this week in order to participate in this session.</p>	<ol style="list-style-type: none"> 1. Read: Arya et al. (under review) Undergraduate service learning as a context for exploring the 'Institutional Void' of higher education. 2. Complete: Very brief survey related to the assigned reading.
<p><u>WEEK 8 (November 23-27)</u></p> <ul style="list-style-type: none"> • Live session led by Devon Christman on experiences and perspectives of undergraduates engaged in community based learning programs. 	<p>[NO ASSIGNED MEDIA: Focus on group-project work and activities]</p>

<p>WEEK 9 (November 30-Dec 4)</p> <ul style="list-style-type: none"> • Live Session for Project groups to reflect and pull together a final sharing slide (summary of activities, accomplishments, etc.) 	<p>[NO ASSIGNED MEDIA: Focus on group-project work and activities]</p> <p>Note: During the live session this week, each group will receive a link to a Google slides document for the reflection activity (link TBD).</p>
<p>WEEK 10 (December 7-11)</p> <ul style="list-style-type: none"> • Live Session: Final Sharing and Reflection activity. • Introduction to Final Group Report Template and Individual Reflection survey. 	<ol style="list-style-type: none"> 1. Complete (Group): Final group project report (link TBD). 2. Complete (Individual): Individual reflection survey (link TBD). <p>Both the group report and the individual reflections are due no later than Monday, December 12th.</p>

Additional Information for Students:

In addition to the following resources, please refer to [the new COVID resource page linked here](#).

Individual Differences and Accommodations

UCSB is committed to providing reasonable academic accommodations to students with disabilities (<http://www.ada.ucsb.edu>). If you anticipate experiencing difficulty in this course for any reason, please consult with the instructor. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact the Disabled Students Program as soon as possible. Any student wishing to receive accommodations for a verified disability should request academic accommodations through the Disabled Students Program (<http://dsp.sa.ucsb.edu>, 893-2668) as soon as possible.

Academic integrity/Responsible Scholarship

Honesty and integrity in all academic work are essential for a valuable educational experience. The Office of Judicial Affairs has policies, tips, and resources for proper citation use, recognizing actions considered to be cheating or other forms of academic theft, and students' responsibilities, available on their website at: <http://judicialaffairs.sa.ucsb.edu>. Students are responsible for educating themselves on the policies and to abide by them.

Religious Observances

UCSB is committed to providing reasonable academic accommodations to allow students observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform me as soon as possible of any intended absences for religious observances.

Copyright and Course Recording Policy

All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, the California Civil Code. The UC Policy 102.23 expressly prohibits students (and all other persons) from distributing or selling lectures notes and all other course materials without the prior written permission of the instructor (See <http://policy.ucop.edu/doc/2710530/PACAOS100>). Students are permitted to make notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in this class students are forbidden from completing study guides and selling them to any person or organization. In addition, students and class visitors may not make audio or visual recordings of lectures, class discussions, or class presentations without the advance written consent of the instructor. Approved recordings are to be solely used for the purposes of individual or group study by students enrolled in the class. If the recordings are to be used in any other manner, including any form of reproduction or distribution on the Internet or any other media, then in addition to the advance written consent of the instructor, the person making the recording shall obtain written consent from any student whose words or likeness appear in the recording. Inherent within this policy, instructors recognize that they must take into consideration and make accommodations to students who require access to course materials in compliance with the University's obligations under the Americans with Disabilities Act (ADA).

Discrimination and Sexual Harassment

As a faculty member, I am required to report discrimination, sexual harassment, or sexual violence involving students. All UC employees including faculty and supervisors (except those specifically identified as confidential employees) are required to notify the Title IX office if anyone in the University community brings information about, or an employee becomes aware of, a possible incident of discrimination, sexual violence, or sexual harassment. Such reports are not confidential and all parties must be named.

The Title IX Compliance and Sexual Harassment Policy Compliance Office (TIX/SHPC) provides assistance in preventing and resolving & investigating complaints of sexual harassment/sexual violence and gender discrimination. It is also illegal to discriminate against a woman because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. <http://www.oeosh.ucsb.edu/> If you believe you may be experiencing discrimination, exclusion from or denial of benefits of any program at UCSB, on the basis of your sex, gender or gender presentation, the TIX/SHPC is available to receive and respond to your complaint.

If you would like confidential support, the CARE: Campus Advocacy, Resources, and Education program can provide confidential emotional support, connect you with medical care, give you options for filing a report, help you understand your legal rights, facilitate housing needs, and connect survivors to campus and community funding sources. Resources can be found at: <http://sexualviolence.ucsb.edu/get.help/>

Distressed Students

UCSB is committed to providing a quality learning environment for its students. It is not uncommon for students to encounter emotional and mentally stressful challenges over the course of their studies. Sometimes these challenges are sufficiently acute that they deserve the attention of professionals trained to provide referral or direct health services. The Student Mental Health Coordination Services (SMHCS) office is a user friendly, single point of contact for our campus community to report concerns about students in distress or a student distressing others. As the department that collects all information regarding distressed student concerns, SMHCS provides coordination of care, interventions, social support, and follow-up services from a network of campus resources. The SMHCS office provides a comprehensive Distressed Students Guide found on the Internet at <http://www.sa.ucsb.edu/responding-to-distressed-students/welcome> and can be contacted by phone at 893-3030 during regular work hours or at 893-4411 (after hours).