

Course Tag Reflection Exemplar
Civic and Global Responsibility

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GEO 485: Community Geography

Identify the course learning objectives in the syllabus that are clearly aligned to Civic & Global Responsibility and respective assignment(s).

1. Develop a research proposal for a community-based participatory research project. - students work collaboratively with members and organizations of the broader Syracuse community to explore and analyze a community-based, participatory research project to investigate a concern that is of interest/priority to the community partner.
2. Present community-based participatory research findings both orally and in writing - after working collaboratively and inclusively with community partners to design and carry out community-based and participatory research, students present the results of their research to community partners orally, and provide partners with a written report of their findings and recommendations.

Explain the connection between specific assignment(s) and Civic & Global Responsibility. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.

After meeting the community partners for the semester-long projects students complete two reflection essays that encourage them to reflect on the community problem at hand, the significance of the problem, and the members of society affected by the problem. (10%)

Students co-develop a project research plan with community partners that describes the role of their community partner within the communities they serve, articulates the problem/challenge they will address, the beneficiaries, and the intended outputs and outcomes. (5%)

At the end of the semester students deliver a presentation and a written report to their community partners and members of the wider community that describe their methodology, findings, and recommendations. (30%)

Overall, 45% of students' grade align with this competency.

Describe in detail the instructional strategies faculty use to intentionally teach Civic & Global Responsibility in the course.

Students engage in faculty-facilitated reading discussions, review and discuss past community reports, and meet with their community partners to learn more about the community problems they are tasked with analyzing. Students also learn about the ladder of community participation and discuss where on the ladder a variety of case studies fall in terms of engaging community members in meaningful participation. One class period (and associated readings) is devoted to discussing the ethics of doing community-based participatory research.

Describe the feedback tool(s) faculty use to support students' competency development on Civic & Global Responsibility.

Students receive written feedback on their reflection essays. Students receive written and oral feedback on their project proposals, which is an assignment they complete in small groups. In addition, students discuss each project proposal as a group so that they receive peer feedback. Students also receive feedback from their community partners on the project proposal.

A rubric, report and presentation template, and example final reports from prior classes are provided to students before they begin assembling their final reports and presentations.