

MAX 302: Civic Engagement Research Seminar [Fall 2022]

Thursdays 2-4:45 p.m.

111 Maxwell Hall

INSTRUCTOR OF RECORD:

Professor Anne E. Mosher, PhD (“Dr.M”)

528 Eggers Hall

Mailbox: 144 Eggers Hall (Geography and the Environment Department)

Preferred Contact Method--Email: amosher@syr.edu

In Case of Emergency--Cell: 315-420-1611 (I text!)

Office Hours: Thursdays, 12 noon to 1:30 (in person). Zoom meetings outside those hours are available by appointment.

GRADUATE TEACHING ASSISTANT:

Emma Kemp

Preferred Contact Method—Email: efkemp@syr.edu

In Case of Emergency—Cell: 252-269-7003 (I text!)

Office Hours: Mondays, 1 to 2 p.m. (in person in the NEW CCE Suite: 210 Eggers Hall). Zoom meetings outside those hours are available by appointment.

Course Overview: MAX 302 provides CCE majors with the opportunity to design and carry out an independent research project. The course builds on quantitative skills learned in MAX 201, civic and community engagement concepts learned in MAX 301, and experiential learning associated with the MAX 310 community placement. It lays a scholarly foundation for the action plan that majors will develop in MAX 401, and grapples with all five of CCE’s program values/learning goals: Values & Ethics, Research & Discovery, Community & Context Knowledge, Collaboration & Engagement, and Design & Implementation.

MAX 302 also stresses advanced development of knowledge and skills in all six of Syracuse University’s Campus-Wide Learning Goals, known as the Shared Competencies. The Shared Competencies enhance undergraduate education through an integrated learning approach. The Shared Competencies also enable students to communicate their learning experience, provide pathways for academic development, and integrate different aspects of a Syracuse University education. Integrative learning fosters a student’s ability to learn, connect, and demonstrate the competencies across their experiences by: putting theory into practice; considering the perspectives of different disciplines to advance collaborative problem-solving; adapting the skills learned in one situation to problems encountered in another; and reflecting on connections made over time between academic, co-curricular, and pre-professional settings. The Shared Competencies are: Ethics, Integrity and Commitment to Diversity & Inclusion, Critical & Creative Thinking, Scientific Inquiry & Research Skills, Civic & Global Responsibility, Communication Skills, and Information Literacy & Technological Agility

Undergraduate students develop the Shared Competencies through their major degree requirements, liberal arts requirements, and experiences. Syracuse University is tagging courses with one or more shared competencies to help students understand which shared competencies they will be asked to cover.

Max 302 places the greatest emphasis on Scientific Inquiry & Research Skills, Critical & Creative Thinking, meaning that at least 30% of graded work is related to the competency.

Course Learning Objectives Aligned to CCE Program Learning Outcomes & the Shared Competencies:

CCE PROGRAM VALUES & Learning Outcome Statements	MAX 302 Course Learning Objectives. This semester you will:	Top Two Syracuse University Shared Competencies Stressed in MAX 302
VALUES & ETHICS – Evaluate ethical practices of citizenship and civic and community engagement in light of different public philosophies, societal and community values, and own experiences.	<ul style="list-style-type: none"> •Train and get certified formally to conduct ethical social science research. 	
RESEARCH & DISCOVERY – Utilize social science research methodologies to discover community and societal facts and values.	<ul style="list-style-type: none"> •Explore research that is associated with your companion major(s). •Research and write an annotated bibliography, literature review and final research report. • Learn about and practice social science research design. 	SCIENTIFIC INQUIRY & RESEARCH SKILLS: Application of scientific inquiry and problem solving in various contexts. Analysis of theories, replication of procedures, and rethinking existing frameworks. Supporting arguments through research, data, and quantitative and qualitative evidence that can generate new knowledge.
COMMUNITY & CONTEXT – Analyze and evaluate the development of civic life in specific locational settings, from global to local.	<ul style="list-style-type: none"> •Identify, analyze, and evaluate facts and values associated with the community and organizations where you believe your MAX 401 Senior Action Plan will occur. 	
COLLABORATION & ENGAGEMENT – Interact and work with diverse communities using appropriate and ethical practices.	<ul style="list-style-type: none"> •Present orally the major findings of your research at a public poster session. 	
DESIGN & IMPLEMENTATION – Create a feasible and sustainable community and/ or civic engagement project or policy with a partner organization.	<ul style="list-style-type: none"> •Create and use a research prospectus as the basis for a research project. •Design a research poster to communicate your MAX 302 research findings. 	CRITICAL & CREATIVE THINKING: Exploration and synthesis of ideas, artifacts, issues, and events to inform and evaluate arguments, develop new insights, and produce creative work. Reflection on, and application of divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation.

MAJOR DELIVERABLES

The course has been designed in such a way that you will work in incremental fashion to produce two major deliverables: 1) a final research report on a topic of your choice, and 2) a poster that encapsulates your research findings, to be presented publicly on December 8th, 2022. Every single assignment issued in this course puts another building block in place to ensure success on both deliverables. You are welcome to work at your own pace, but you will be asked to participate in class according to the schedule, and you should not skip over assignments if working ahead. There is a logic to assignment sequencing.

TEXTBOOKS

There is no required textbook for this course. All reading materials will be those you discover through the Syracuse University Library or its academic affiliates. Please do not, however, be lulled into thinking that there is no reading associated with this course. Previous MAX 302 students have reported that they read more for this course than any other, mainly because they could pick and choose to read the articles and books they want!

COURSE POLICIES

ACADEMIC INTEGRITY

Per the Office of Academic Affairs “Syllabus Reminders” page
[\(https://academicaffairs.syracuse.edu/important-syllabus-reminders/\)](https://academicaffairs.syracuse.edu/important-syllabus-reminders/):

“Syracuse University’s Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy holds students accountable for the integrity of all work they submit and for upholding course-specific, as well as university-wide, academic integrity expectations. The policy governs citation and use of sources, the integrity of work submitted in exams and assignments, and truthfulness in all academic matters, including course attendance and participation. The policy also prohibits students from: 1) submitting the same work in more than one class without receiving advance written authorization from both instructors and, 2) using websites that charge fees or require uploading of course materials to obtain exam solutions or assignments completed by others and presenting the work as their own. Under the policy, instructors who seek to penalize a student for a suspected violation must first report the violation to the Center for Learning and Student Success (CLASS). Students may not drop or withdraw from courses in which they face a suspected violation. Instructors must wait to assign a final course grade until a suspected violation is reviewed and upheld or overturned. Upholding Academic Integrity includes abiding by instructors’ individual course expectations, which may include the protection of their intellectual property. Students should not upload, distribute, or otherwise share instructors’ course materials without permission. Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered, as outlined in the Violation and Sanction Classification Rubric. Students are required to read an online summary of the University’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.”

ATTENDANCE and LATE ASSIGNMENT POLICY

This course builds incrementally from one meeting to the next. Therefore, attendance is required. In-class participation is also necessary to develop your individual research project and poster

We need, however, to be humane and flexible about how that requirement is met. Please notify us in advance of the course meeting via email or text if you are ill or otherwise unable to attend. We will either have you Facetime into the seminar via one of your peers, or we will record the material for you to view when you are able, or we can meet during office hours or on Zoom for us to go over the material with you.

Similarly, please notify us in advance if you are contemplating turning an assignment in late. We look more favorably upon assignments that are turned in on time and that may be incomplete than we do on assignments that are turned in days late and are perfect. If you run into problems, we want to talk about it.

BLACKBOARD

This course uses the Blackboard Learning Management System to house the syllabus, course content, links to external course materials, assignments, feedback and grades. Note when submitting materials that the University's Learning Management System is on Eastern Time.

USE OF CLASS MATERIALS AND RECORDINGS

Original class materials (handouts, assignments, tests, etc.) and recordings of class sessions are the intellectual property of the course instructor. You may download these materials for your use in this class. However, you may not provide these materials to other parties (e.g., web sites, social media, other students) without permission. Doing so is a violation of intellectual property law and of the student code of conduct.

DISABILITY STATEMENT

"Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. We invite any student to contact us to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit Center for Disability Resources. Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information.

The CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

DISCRIMINATION OR HARASSMENT

The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.

Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University's Chief Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211.

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-8000, Barnes Center at the Arch, 150 Sims Drive, Syracuse, New York 13244-5040). Incidents of sexual violence or harassment can be reported non-confidentially to the University's Title IX Officer (Sheila Johnson Willis, 315-443-0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University's Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269). We will seek to keep information you share with us private to the greatest extent possible, but as a professor and a graduate teaching assistant we have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes we learn about to help make our campus a safer place for all.

EMAIL POLICY

Syracuse University has established email as a primary vehicle for official communication with students, faculty, and staff. Emergency notifications, educational dialog, research, and general business correspondence are all consistently enhanced in institutions of higher learning where email policies exist and are supported by procedures, practice, and culture.

An official email address is established and assigned by Information Technology Services (ITS) for each registered student, as well as for all active faculty and staff members. All University communications sent via email will be sent to this address. Faculty and staff members must use the officially established University email address to communicate with students registered in their classes.

RELIGIOUS OBSERVANCES

Syracuse University's Religious Observances Policy recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

POLICY ON STUDENT ACADEMIC WORK

The CCE Program uses the academic work you will complete his semester for educational purposes during the current semester. Your registration and continued enrollment constitutes your permission to do this. We may also use your work as examples during future semesters. Before doing so, however, CCE will either get your written permission or render the work anonymous by removing identifying material. Given that work completed this semester will also form the basis for your CCE Action Plan, elements of your work will be placed in the library, University Archives, or department for public reference. Your work may also be sampled for an academic research project on civic education in higher education, but the CCE Faculty Chair and/or Program Coordinator will either get your written permission or render the work anonymous by removing identifying material.

GRADING AND ASSESSMENT

Grades this semester will be based on:

ACTIVITY	VALUE	Grader
Participation	10.00%	Both
Reflection #1/Quad Chart	5.00%	Emma
Reflection #2	✓-, ✓, ✓+	Emma
Annot.Bib.Entry Quad Chart	✓-, ✓, ✓+	Both
Annotated Bibliography	10.00%	Dr. M
Reflection #3: CITI Train #1	5.00%	Emma
Reflection #4: CITI Train #2	5.00%	Emma
Lit Review Storyboard	✓-, ✓, ✓+	Both
Literature Review	10.00%	Dr. M
The Research Prospectus Draft	✓-, ✓, ✓+	Dr. M
Picking a Poster to Critique	--	--
Poster Critique Presentation	✓-, ✓, ✓+	Both
Poster Design Presentation	✓-, ✓, ✓+	Both
Poster Charette Presentation	✓-, ✓, ✓+	Both
Poster Submission	--	--
Poster/CCE Elevator Pitch	✓-, ✓, ✓+	Both
Poster Presentation	15.00%	Both
Prospectus R&R	15.00%	Dr. M
Final Research Report Q-Chart	✓-, ✓, ✓+	Both
Final Research Report	20.00%	Dr. M
Reflection #5: Revisiting	5.00%	Emma
TOTAL	100.00%	

We do not grade on a curve. If everyone in the course earns an A, we issue everyone an A. Our goal is for everyone in the course to earn an A!

We evaluate work on following numerical scale:

A =	95 to 100%	= Fantastic job; wouldn't change or suggest a thing!
A- =	90 to 94%	= Fantastic job; with a few weaknesses as noted.
B+ =	86 to 89%.	
B =	83 to 85%	= Very good job; some notable weaknesses.
B- =	80 to 82%.	
C+ =	76 to 79%.	
C =	73 to 75%	= Mediocre job; many weaknesses, more effort needed.
C- =	70 to 72%.	
D =	60 to 69%	= Poor job; more negatives than positives, little effort.
F =	0 to 59%	= Unacceptable job; no effort made.

Generally, when making an assignment we also distribute the grading rubric so you can see in advance how you are going to be evaluated. If a student turns in an assignment that is worthy of a B or lower, we offer the opportunity for the student to revise and resubmit it. We will regrade the work and split the difference between the original grade and the resubmitted work's grade. The only exceptions to this will be with: 1) the research prospectus; that assignment already has a revise and resubmit component built into it, and 2) the final research paper; there will be no opportunity for revise and resubmit, although there will be lots of opportunities for us to discuss your drafts.

WEEKLY SCHEDULE (tentative; changes will be made via email and on Blackboard.)

- SEP 1 COURSE INTRODUCTION: WHAT ARE WE GOING TO DO IN MAX 302?
HOW DOES IT RELATE TO THE OTHER THINGS WE DO IN CCE (MAX 201, 310/301, 401)?
- Assignment Issued: Reflection #1 and Quad Chart: Identifying a Social Issue/World's Problem to Focus on in MAX 302 (Due to Blackboard by 12 noon on 9/8/22)
- SEP 8 WHAT ARE OUR POTENTIAL ISSUES & PROBLEMS TO RESEARCH? (Reflection #1 Quad Chart Presentations)
WHAT DO WE MEAN BY RESEARCH? (Let's explore the difference between academic theses/dissertations, investigative journalism, and book reports)
WHAT'S A QUICK WAY TO GET STARTED? (Compiling an Annotated Bibliography)
- Assignments Issued:
1. Reflection #2: My Other Major(s) (Due to Blackboard by 12 noon on 9/15/22)
 2. Annotated Bibliography Entry Quad Chart (Due to Blackboard by 12 noon on 9/15/22)
 3. Annotated Bibliography (Due to Blackboard by 12 noon on 9/29/22)
- Assignment Due Today: Reflection #1 and Quad Chart: Identifying a Social Issue/World's Problem to Focus on in MAX 302 (Due to Blackboard by 12 noon).**
- SEP 15 WHAT PERSPECTIVES ARE PRESENT IN MAX 302 THIS SEMESTER? (Discussion about Reflection #2: My Other Major)

WHAT ARE WE EACH WRITING UP AS OUR FIRST ANNOTATED BIBLIOGRAPHY ENTRY?
(Annotated Bibliography Entry Quad Chart Presentations)
WHAT DO WE NEED TO KNOW ABOUT RESEARCH ETHICS BEFORE WE DO RESEARCH?
(Set up for Reflection #3: CITI Training)

Assignment Issued: Reflection #3: CITI Training #1 (Due to Blackboard by 12 noon on 9/22/22)

Assignments Due Today:

1. **Reflection #2: My Other Major(s) (Due to Blackboard by 12 noon.)**
2. **Annotated Bibliography Entry Quad Chart (Due to Blackboard by 12 noon)**

SEP 22 WHAT DID I LEARN FROM CITI TRAINING #1? (Discussion of Reflection #3: CITI Training #1)
WHY IS THE KIND OF RESEARCH QUESTION I ASK GOING TO INFLUENCE MY RESEARCH PROCESS? (Discussion about posing research questions for the Annotated Bibliography "Postlude")

Assignment Issued: Reflection #4: CITI Training #2 (Due to Blackboard by 12 noon on 10/6/22)

Assignment Due Today: Reflection #3: CITI Training (Due to Blackboard by 12 noon)

SEP 29 HOW DO I TRANSFORM MY ANNOTATED BIBLIOGRAPHY INTO A LITERATURE REVIEW?

Assignment(s) Issued:

1. Literature Review Storyboard (Due to Blackboard by 12 noon on 10/6/22)
2. Literature Review (Due to Blackboard by 12 noon on 10/13/22)

Assignment Due Today: Annotated Bibliography (Due to Blackboard by 12 noon).

OCT 6 WORKSHOP #1: LITERATURE REVIEW STORYTELLING TIME

Assignment Issued: The Research Prospectus Draft (Due to Blackboard by 12 noon on 10/20/22)

Assignment Due Today:

1. **Literature Review Storyboard (Due to Blackboard by 12 noon)**
2. **Assignment Issued: Reflection #4: CITI Training #2 (Due to Blackboard by 12 noon)**

OCT 13 HOW DO PUBLICLY ENGAGED SCHOLARS COMMUNICATE THEIR WORK?

Assignments:

1. Picking a Poster to Critique (Due TODAY—we will do this in class!)
2. Poster Critique Workshop Presentation (Due 10/27/22 in class)
3. Poster Design Workshop Presentation (Due 11/10/22 in class)
4. Poster Charette Presentation (Due 11/17/22 in class)
5. Poster Submission (Due to Blackboard by 12 noon on MONDAY, 11/28/22—this is a HARD DEADLINE. NO EXTENSIONS WILL BE POSSIBLE).
6. Poster/CCE Elevator Pitch (Due 12/1/22 in Class)
7. Poster Presentation (Due in Class, 12/8/22)

Assignment Due Today: Literature Review (Due to Blackboard by 12 noon)

OCT 20 NO CLASS TODAY. Sign up for an individual meeting with Dr. M. instead!

Assignments Issued at our Individual Meetings:

1. Research Prospectus Revise & Resubmit (due seven days after our meeting, 12 noon by Blackboard)
2. Final Research Report Quad Chart (Due to Blackboard by 12 noon on 11/3/22)
3. Final Research Report (Due to Blackboard by 12 noon on 12/12/22)

Assignment Due Today: The Research Prospectus Draft (Due to Blackboard by 12 noon)

OCT 27 WORKSHOP #2: POSTER CRITIQUE PRESENTATION

Assignment Due Today: Poster Critique Presentation (Due in class).

Assignment Due this Week: Revised Research Prospectus (Turn-in date and time varies)

NOV 3 WHAT KIND OF PROGRESS AM I MAKING ON THE FINAL PAPER?

Assignment Due Today: Final Research Report Quad Chart (Due to Blackboard by 12 noon).

NOV 10 WORKSHOP #3: POSTER DESIGN WORKSHOP

Assignment Due Today: Poster Design Presentation (Due in class)

NOV 17 WORKSHOP #4: A FRIENDLY POSTER CHARETTE SESSION

Assignment Due Today: Poster Charette Presentation (Due in class)

NOV 24 NO CLASS—THANKSGIVING BREAK

(NOV 28) SUBMIT YOUR POSTER!!

Assignment Due Today: Poster due to Blackboard by 12 noon.

DEC 1 POSTER PRESENTATION DRESS REHEARSAL

Assignment Issued Today: Reflection #5: Revisiting your other major and CCE in light of the research you accomplished this semester.

Assignment Due Today: Poster/CCE Elevator Pitch Presentation (Due in Class)

DEC 8 FINAL CLASS MEETING: PUBLIC POSTER PRESENTATION

Assignment Due Today: Poster/CCE Elevator Pitch Public Presentation (Due at the Poster Session during our class time.)

(DEC 12) **Assignments due today to Blackboard by 12 noon:**

1. **Final Research Report**
2. **Reflection #4: Revisiting your other major and CCE in light of the research you accomplished this semester.**

MAX 302 Assignments Gantt Chart

	Value	9/1/2022	9/8/2022	9/15/2022	9/22/2022	9/29/2022	10/6/2022	10/13/2022	10/20/2022	10/27/2022	11/3/2022	11/10/2022	11/17/2022	11/24/2022	11/28/2022	12/1/2022	12/8/2022	12/12/2022
Participation	10.00%																	
Reflection #1/Quad Chart	5.00%	Issued	Due											Happy Thanksgiving! No Class This Week				
Reflection #2	0.00%		Issued	Due														
Annot.Bib.Entry Quad Chart	0.00%		Issued	Due														
Annotated Bibliography	10.00%		Issued			Due												
Reflection #3: CITI Train #1	5.00%			Issued	Due													
Reflection #4: CITI Train #2	5.00%				Issued		Due											
Lit Review Storyboard	0.00%						Issued	Due										
Literature Review	10.00%					Issued		Due										
The Research Prospectus Draft	0.00%						Issued		Due									
Picking a Poster to Critique	0.00%							In Class										
Poster Critique Presentation	0.00%							Issued		Due								
Poster Design Presentation	0.00%							Issued				Due						
Poster Charette Presentation	0.00%							Issued					Due					
Poster Submission	0.00%							Issued							Due			
Poster/CCE Elevator Pitch	0.00%							Issued								Due		
Poster Presentation	15.00%							Issued									Due	
Prospectus R&R	15.00%								Issued	Variable								
Final Research Report Q-Chart	0.00%								Issued		Due							
Final Research Report	20.00%								Issued									Due
Reflection #5: Revisiting	5.00%															Issued		Due
	100.00%																	