



LEAP660 SYLLABUS

ARTS COLLABORATION AND THE COMMUNITY

Instructor: Sandra (Sandy) Ceas
Email: sjceas@colostate.edu
Phone: 303-856-8313

TECHNICAL SUPPORT

Need technical assistance with your online course? Try the following:

- Visit the [Canvas Student Resources](#) for guides and videos.
- Visit [Central I.T. Technical Support Helpdesk](#) for technical support.
- Call 970-491-7276.
- Email [Help Desk Support](#).

COURSE DESCRIPTION

Research, development and production of outreach projects; team projects for community engagement. Required field trips.

* All students must participate in a minimum of three outside events. This can be workshops or modules outside of this class, but must be approved by instructor.

COURSE PREREQUISITES AND COREQUISITES

- LEAP 600 (Arts Policy and Advocacy) or instructor permission.

- **COURSE GOALS**

Upon the completion of this course, you should be able to:

- Define problems and solutions for a community through community collaboration and engagement projects.
- Develop a collaboration/engagement plan using research.
- Engage with a community to deliver an arts-based project.

REQUIRED TEXTS

Borrup, T. (2006). *Creative Community Builder's Handbook: How to Transform Communities Using Local Assets, Arts, and Culture*. Fieldstone Alliance. 978-0940069473

Borwick. D. (2012). *Building Communities, Not Audiences: The Future of the Arts in the United States*. ArtsEngaged. 978-0972780414.

OPTIONAL TEXT:

Adams, D. and A. Goldarb. (2002). *Community, Culture, and Globalization*. New York: The Rockefeller Foundation Creativity & Culture Division. 978-0891840633. (This text provides a wealth of examples of community-engagement and -collaboration projects that you can use as a resource for this class. No specific readings are assigned.)

Frye Burnham, L. and S. Durland (ed). (2011). *CETA and the Arts: Analyzing the Results of a Groundbreaking Federal Job Program* (available for download). Amazon Digital Services. ASIN: B005XOH4FW

OTHER REQUIRED OR SUPPLEMENTAL MATERIALS

Other supplemental reading and multimedia as assigned are available in the Canvas learning management system.

COURSE PRESENTATION AND PROCEDURES

This course contains 16 modules, and you will complete one module per week. You must complete each module before moving to the next. Most modules contain readings, videos, discussions, written assignments, learning interactions and quizzes.

CREDIT/CLOCK HOURS

Three credit hours are awarded for this course. This equates to 45 clock hours in-class (online) plus 90 clock hours outside of class distributed across sixteen weeks.

GRADING

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the Course Schedule. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller, weekly assignments and quizzes will be returned within 5 days and major assignments, exams, and essays will be returned within 9 days. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

[Customize table with each graded assignment]

ASSIGNMENT*	GRADE POINTS	GRADE PERCENTAGE
Discussions (13)	155	11%

ASSIGNMENT*	GRADE POINTS	GRADE PERCENTAGE
Written assignments (20)	730	50%
Quizzes (one)	16	.5%
Presentations (two)	110	8%
Group work (three)	95	6%
Institutional Review Board Training/Approval (two)	10	.5%
Project	350	24%
Total:	1466	100 %

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

ASSIGNMENT DETAILS

Details/explanations of each graded assignment (discussions, written assignments, presentations, quizzes, etc.) are provided in Canvas. In addition, you are encouraged to pose questions to your instructor about the assignment for clarification *after reading the assignment guidelines thoroughly*.

PARTICIPATION EXPECTATIONS

Being insightful

Engaging in online discussion isn't just busy work. It's intended to contribute significantly to your learning. When you articulate your ideas in writing or speaking to others, you have to frame them in a way that is coherent, meaningful, and relevant. That means that you have to use your critical-thinking and analytical skill to frame your ideas in that way. In addition, you practice providing **insight** into an issue. An insightful comment is not only an aid to your own learning, but also to the learning of other students. When you distill coherent, meaningful, and relevant ideas into a comment, you are engaging in those ideas in a way that increases your understanding of them. When others read those comments, they also have to engage with your ideas in a way that heightens their understanding.

Quality and quantity

It may already be clear that quality of your posted comments is important. Quantity is less important, but you might imagine that it's difficult to provide insight in one or two sentences only. Your posts should be of sufficient length to provide insight, coherence, meaning, and relevance to the issue under discussion.

Professionalism as part of quality

Quality also has to do with your professional approach to online discussion. The goal is to learn, but that only happens if you communicate effectively. Sadly, many people pay little attention to such things as grammar, good spelling, punctuation, and sentence structure when they post comments online. When you ignore such things, the message you are sending is that you don't care about communicating effectively; you don't care if the people reading what you write have to struggle to understand your poor grammar and spelling. It says that you aren't paying attention to your own work and don't think it's important enough to correct your errors.

Since online forums include such tools as spell check, please make use of them. Or, create your comment in a Word document, do a Spelling and Grammar check, and proof it before you post.

Becoming a professional in any field means you pay attention even to details such as good writing.

After all: Wehn people dont right correclty it mks it difficalt for otherz to red wat your trying to comunacat.

AND: It makes you look unprofessional.

Complete sentences

Post only comments framed in complete sentences. Complete sentences convey complete ideas. Similar to what is stated above, it is part of effective communication. Rather than try to guess your meaning, readers expect you to convey your full meaning in well-written, complete, and correct sentences.

Be respectful

All students engaging in this course are expected to treat fellow students and their instructors with respect. That includes respect for each other's ideas. It is appropriate to express your ideas. Making jokes is also welcome. But, all expressions of ideas and any jokes you make should be done within the context of making sure that you are respectful at all times.

Be timely

Each time you engage in online discussion, you will be expected to post a comment or response to the posts of other students. Make sure to check the specific instructions for each online discussion you participate in. It's important to be timely in posting both your original comment and the comments on other students' posts. It's hard to fulfill the requirement of commenting on other people's posts if you or your fellow

students either don't post comments or do it so late that we've already moved on to the next module.

You are expected to complete all course materials provided. As this is a sixteen-week course, you may find the pace and amount of material intense. However, it adheres to the guidelines and policies of LEAP (Leadership, Entrepreneurship, Arts Advocacy and the Public) for meeting minimum competency in the subject matter. Spending some amount of time each day online is recommended to keep pace.

GRADE DESCRIPTION

Grading for individual assignments for this course is based on criteria included in course assignments and on fulfillment of objectives set for this course. The chart below shows the manner in which grades are awarded for the following percentages.

90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

MAKE UP POLICY

Make up work for late or missed assignments should be arranged with the instructor in advance whenever possible. In all cases, contact the instructor by email. Make up for assignments is at instructor discretion.

ACADEMIC INTEGRITY POLICY

This course will adhere to CSU's [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment.

- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification—includes any untruth, either verbal or written, in one’s academic work.
- Facilitation—includes knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

CSU HONOR PLEDGE

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. *While you will not be required to affirm the honor pledge*, you will be asked to affirm the following statement at the start of your exams:

"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU’s [Practicing Academic Integrity](#).

UNIVERSAL DESIGN FOR LEARNING

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from [Resources for Disabled Students](#) may be required before any accommodation is provided.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

- Problems with opening PDFs?
 - Download [Adobe Reader](#).
- Canvas acting funny?
 - Review Canvas guide for [Supported Browsers](#).
- YouTube videos not playing?
 - Download [Flash Player](#).
- Videos not opening or playing on your Mac?
 - Download [Windows Media Components for QuickTime](#).
- Still having issues:
 - Call the **CSU Help Desk at 970-491-7276** or [Email Help Desk Support](#)

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls.):

- [Google Apps for CSU](#)—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- [Office 365](#)—the full version of Microsoft Office free of charge for CSU students.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype, Educreation, Google Hangouts and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course

content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

SUGGESTED STUDY METHODS

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- Space—Establish a comfortable and well-organized physical workplace.
- Time management skills—Set personal study and "classroom" time as you would do for a traditional course.
- Organization skills—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- Initiative—Seek help from your instructor and classmates, ask questions as they arise.
- Discipline—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.