

Chicago Program: Arts, Entrepreneurship, & Social Justice

Spring 2018

Chicago: A City of Neighborhoods: Exploring a city that works through an independent lens

Instructors:

- **Mary Scott-Boria**

Course Syllabus

“Chicago divided your heart. Leaving you loving the joint for keeps. Yet knowing it never can love you.”
Nelson Algren, Chicago: City on the Make

“Chicago is a city of contradictions, of private visions haphazardly overlaid and linked together. If the city was unhappy with itself yesterday-and invariably it was-it will reinvent itself today. “ Pat Colander

Attendance

The essence of an experiential program is being present in both mind and body. Much of our work will occur in the field where we will meet practitioners and visit sites. We regard these individuals as our teaching partners who give freely of their time and expertise. To that end, it is important that we respect them as valuable resources.

Attendance for the mini seminar (first seven weeks) is MANDATORY. There are no excused absences, and any absence beyond one will result in points deducted from your final grade, with a minimum of 50 points. Two tardies will be marked as one absence.

As many of our class sessions will be held in various locations throughout the city, each of you/us is responsible for being on time for all class sessions. In the event that unforeseen circumstances cause either your absence or tardiness, a call to the faculty member is expected. Given the nature of this program, attendance and participation are critically important. The untraditional nature of our time together and our relationship with community partners require all of us to commit to a high level of engagement.

Consultation meetings

Individual consultation meetings will be scheduled throughout the semester to discuss progress on individual ISP projects.

Google site

The Google site will serve as our guide to what we are doing, where we are going, and all aspects of the program. Check it often, but also anticipate changes. I will make every effort to stay on top of changes and communicate these to you through GOOGLE. Mistakes will no doubt occur. Be patient, but also diligent in staying in touch with Google and me.

Description

The Independent Study Project (ISP) is designed to give students the opportunity to delve more deeply into a topic, a field, or discipline of their choosing. Students practice using the resources of a major metropolitan area to propose, complete and present a phase or phases of a substantial, self-generated professional, scholarly or creative project.

My goal for our time together in class is to expose you to many aspects of Chicago in anticipation and preparation for your individual project. We will explore Chicago Neighborhoods and many dynamic ways in which Chicago provides you with a landscape for understanding how cities work (or not). As an experiential program, developing skills of observation, nurturing your curiosity, making new discoveries through research and/ or engagement will align you with the dynamics of the city. Your text will be the city, as we explore several neighborhoods, and some dynamic ways in which its residents , through our field visits, relevant readings, videos and compelling discussions. You will be encouraged to build on your past experiences and knowledge to uncover how food helps you understand how Chicago works, or doesn't, and what models of change positively impact the quality of life for Chicagoans.

More specifically.....

Personalmaking personal connections to the topic

Observation..... paying attention to the context, seeing the big picture, seeing beyond the obvious, seeing anew, taking in the details, making connections between like and unlike

Engagement: being intentional about connecting to issues, people; ideas become real only when attached to practices/actions and aspects of life

Inquiry, research: developing a curiosity, asking questions, using multiple sources to investigate and being open to surprises; asking questions.

Project development and execution: effective independent planning and execution.

Engaging presentation: effective communication of process, outcomes and new learning

Grading and Assignments for the first half of the ISP class.

There will be a series pre-ISP assignments, which will count for 30% of the total ISP grade; 80% will be given for your Individual ISP. These assignments are designed to provide you with practice skills that can hopefully build toward your final ISP.

Assignments

You will be given two to three assignments during the 7 weeks. I will also count your active participation toward your final grade.

I define participation as your coming to all classes and field visits on time, prepared and engaged in our class discussions.

All written assignments must be submitted to me via email at the time specified (please use the msboria@aol.com email). Guidelines for each assignment will be posted on the GOOGLE site.

The **INDEPENDENT STUDY PROJECT (ISP)**

LEARNING GOALS AND OBJECTIVES

- Identify a topic of inquiry relevant to the Chicago experience.
- Develop self-directed skills in primary and secondary research, identifying local resources, developing and executing a plan of inquiry and contributing to the knowledge base of the city.
- Keep track of work and work habits.
- Document and present work.
- Seek, receive, and use criticism from peers and experts.
- Effectively critique your own work.
- Plan projects effectively (making use of time, money, materials, people, and institutions).
- Work independently.
- Give an effective presentation of work and analysis of an issue or topic.

TYPES OF ISP'S

Professional: A focused project that provides a valuable contribution to an organization and enables the student to gain professional experience. Professional ISP's are project-based and require student to work in conjunction with faculty approved third party beneficiaries. Students must provide details of the agreement such as timeline, deliverables and submission of final product with the third party as part of the ISP proposal. Examples include: developing marketing materials such as newsletters, websites, brochures; creating a volunteer or employee curriculum/training session or guide; analyzing data and making recommendations; designing an employee/volunteer/client satisfaction survey, etc.

Creative: A project that involves some form of creative expression that has a specific purpose and is meaningfully connected to the final body of work. Students working on creative ISP's will be responsible for documenting the evolution of the project, and reflecting on the creative process as well as being accountable for industry/professional standards. Examples include: A compilation of original photos; audio, video, podcast documentary that tells a compelling story about an issue or situation you are passionate about; production of a theatrical, musical or artistic performance; paintings, drawings, poetry, etc.

Scholarly: Developing a research question, utilizing primary and secondary documented sources to support the analysis, and establishing conclusions. Scholarly ISP's take the form of a formal research paper no less than 10 pages in length, double-spaced, and no more than 12-point font. Past ISP Titles have included: *"The Chicago 2016 Olympic Bid: An Analysis of the Community Benefits Agreement"*; *"Subprime lending in Chicago and the Disproportionate Impact on Neighborhoods"*; *"Issues and Images: Chicago Artists Contemporary Portraiture"*

Experiential: Active engagement and exploration around an issue, organization, training certification or career preparation. Examples include: A social action project, a significant volunteer experience with a Chicago non-profit organization – ie: participation in a mentoring/tutoring program, performing an ongoing service to a designated population, or life skill challenge – ie: attending training/workshops to enhance or build relevant skills. Students choosing this option are expected to commit a minimum of 50 hours towards the project.

NOTE: Internships sites can be an extremely useful resource for students as potential projects are considered for completion of the ISP component. Students are encouraged to leverage these opportunities. It is essential that the ISP have separate, distinct tasks and expectations from the Internship component. Students interested in leveraging their Internship as a resource for any type of ISP, must receive approval from the ISP faculty member who will verify the project with the Internship faculty member.

ISP REQUIREMENTS:

Submission of a Formal ISP Proposal: Your formal proposal should describe the objective of this project including some contextualization of your topic (how is this relevant to the community and/or city?), include a bibliography that identifies relevant resources (organizations, people, written, audio and visual materials) and outline all relevant work/tasks, including a working timeline. At this time, you should also submit your list of questions for your in-depth interview and a draft of your thesis statement.

Completion of an In-Depth Interview: You are required to conduct at least one, one hour, in-depth interview with a person related to the ISP topic. Your instructor can provide support for your interview prospects. The goal of the interview is to assist in anchoring your ISP through conducting primary research. You are required to submit a detailed summary of the interview containing the name of the person, date and location of the interview and the questions asked. It must be a minimum of three- five typed, double-spaced pages. The name of this person must be included in the formal proposal, see above, and approved by your instructor.

Documentation: You will be monitoring your time working on the ISP and should average 7-10 hours of work per week on your project equating to a minimum of at least 50 hours. This time will normally be outside of formal class or consultation sessions. You are required to keep a log of your ISP activities and the hours spent performing them. Logs will be reviewed at your consultation meeting with your instructor and will be factored into your final grade at semester's end. You will find that an honest accounting of your time will expose your work habits and tendencies. In addition, knowing precisely how much time and energy it took to bring your project to completion will allow you to plan future projects more effectively.

Bibliography: All ISP's must be accompanied by a comprehensive bibliography containing no less than 5 credible sources in addition to the in-depth interview.

Final Project Product:

All ISP projects must include a final product: including those listed above and a tangible product that documents or illustrates your work and final conclusions.

1. Research or scholarly papers should be no less than 10 pages in length.
2. Projects focusing on interviewing should consider a variety of types of interviews from face to face to individual or group surveys or focus groups.
 - a. 5 face to face interviews (including the expert interview)
 - b. A definable cohort of survey subjects (to be determined in scope of project).
 - c. Focus or other groups that include both number and scope of inquiry.
3. Creative writing projects: ie. blogs, journals, literary works, art work, etc. are acceptable, with final scope of project negotiated with faculty person.
4. Professional and experiential projects (ie. a special project in alignment with the internship, or volunteering with an organization) must have approval of the site(s) involved and the ISP faculty. Documentation will be negotiated with ISP faculty.

Project Title and Abstract: All final submissions of ISP's must be accompanied by a title and a two-three sentence description of the project and methods used. Final abstracts should be submitted along with your final ISP.

Presentation & Visual Support: Final presentations of your projects will occur at the end of the semester. You are expected to publicly share the key aspects of learning that relate to your ISP. Each student's presentation should focus the process of their ISP (interest in the topic, what they discovered/learned through completing the project). Presentations will be limited to 5 minutes with opportunities for the audience to ask questions. You will also be required to create a visual element that effectively complements showcasing your learning (again focusing on the process of completing your project).

GRADING:

Chicago Program Grading Scale

A	94%	D-	60%
A-	90%	F -	59% and below
B+	87%		
B	84%		
B-	80%		
C+	77%		
C	74%		
C-	70%		
D+	67%		
D	64%		

Grading Interpretation (a grading rubric is on the Google site).

A: The work is outstanding and exceeds the stated criteria in each assessment area. The information can be easily interpreted and is well organized.

B: The work meets all standards and exceeds them in a few areas.

C: The work meets all standards and the stated criteria. There are no areas of weakness and there are also no outstanding elements.

D: The work is significantly deficient in some way.

F: The work does not meet the assignment requirements in any way.

Academic Honesty

Please familiarize yourself with the ACM Chicago program policy on Academic Honesty as stated in the Student Handbook. When in doubt find a way to give credit to an idea's originator, even if that person's work is in the public domain. This may require some creative citations in non-written projects.

Remember that is also considered academically dishonest to recycle work you have completed for another class, past, or present, here or there, without permission of the instructor.

Any changes or exceptions to this syllabus are at the discretion of the instructor.

ISP GRADE DISTRIBUTION

<u>Pre – ISP:</u> Preparation Assignments (See individual faculty section for detail)		300 points
<u>ISP:</u> ISP Proposal		75 points
Face to face Interview and Write-up		150 points
ISP Presentation with an accompanying visual presentation.		200 points
Final ISP (every ISP project must have a final product that will be turned in at the end of the semester).		250 points
Title and abstract		25 points
<i>Total Project Related Points</i>		<i>700 points</i>

TOTAL	ISP POINTS	1,000 Points
Attendance is mandatory: with no excused absences. Points will be deducted from the final grade for absences, at a minimum of 50Pts.		

Final Grade Disputes

Students have the right to appeal final grades for courses. They must do so in writing within 30 days of receiving the grade and provide rationale for the basis of the dispute.

EVALUATION CRITERIA AND PROCESS:

ISP Evaluation Criteria: (review ISP grading rubric)

Your ISP Instructor will serve as your primary advisor on your ISP project. During the first portion of the course the faculty member will begin to encourage you to begin considering potential ISP topics. The full ISP proposal must be submitted to your ISP faculty leader by week 7. You are expected to consult with your ISP Instructor prior to submission of your ISP proposal. Follow-up sessions will be required to report on the progress of your project. Some sessions will be individual meetings and other sessions will be focused on sharing with the rest of the group. It is important to stay in consistent communication with your ISP Instructors so that they know whom you are working with and where you are going for assistance. Be sure to copy your ISP Instructor on all email correspondence you may have with professionals in your chosen field. Your ISP Instructor functions as your coach, and must be kept abreast of all your activities, triumphs as well as stumbles.

Throughout your ISP, considerable emphasis is placed on the value of critiquing both your processes and your product. You are expected to actively seek out feedback from experts in your field and from your peers, as well as engage in rigorous self-critique. Below are the five criteria used to evaluate Independent Study Projects. Please refer to the grading rubric for the ISP component for more specific assessment information.

- Level of Challenge
- Level of Execution (process, product and documentation)
- Level of Engagement with Chicago Resources (at least one face to face interview is required).
- Level of Critique