



**CAMOSUN COLLEGE**  
**Indigenous Studies**

**IST 204**  
**Special Projects**  
**Winter 2015**

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**COURSE OUTLINE**

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*Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information** \_\_\_\_\_ **Maggi Feehan, M.A.**

**Class time: Ewing 344**

January 8 – Feb 5 <sup>th</sup>	Thursdays 10:30 – 1:20 pm (with short break)
February 12 - April 2	No class time but three meetings with instructor is mandatory
April 2 - April 9th	Thursdays 10:30 – 1:20 pm (with short break)

**Office hours: Ewing 204**

January 15 – Feb 5 <sup>th</sup>	Thursdays 1:30 – 3:30
February 12 – Feb 26 <sup>th</sup>	Thursdays 10:30 – 12:30 or by appointment
March 12 – March 26 <sup>th</sup>	Thursdays 1:00 – 3:30

I will be away the first week in March, so there are no office hours that week

**Phone/ Text:** 250 516.2012

**Email:** [maggif2012@gmail.com](mailto:maggif2012@gmail.com)

**2. Intended Learning Outcomes**

*(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)*

- a.) Identify and research community needs
- b.) Plan and implement small community based projects using cooperative and sustainable approaches
- c.) Develop mutually beneficial relationship with and contribute to Indigenous community groups and organizations

**3. Required Materials**

There are no textbooks for this course.  
Articles will be sent by email or handed out in class

#### 4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

As this is a service-learning course, the first five classes will be spent learning project planning and developing your project. Lecture slides will be sent out by email on Wednesdays by 4 pm.

Class runs for 2.75 hours. We will take a short break, so please bring some nourishment for this time.

There will be no lectures from February 12 – March 26. Your class time will be spent on your project, or meeting with your instructor. You are expected to schedule **three** meetings with the instructor; one which may be with your sponsor. For sponsor meetings, you will be expected to coordinate the meeting times and facilitate the meeting itself. I, as instructor, will be there but **will not** lead the meeting.

### SCHEDULE

#### 1<sup>st</sup> class – January 8, 2015

##### **Check in:**

- Introductions – Name, course, background, reason for being in this program

##### **Topic:**

- What is a project? What is service learning?
- The art of Listening
- Five Questions: Who, what, where, why, how?

##### **Homework:**

- Form teams of 2 or 3
- Brainstorm Who, What, Where, When & Why
- Check with stakeholders – What are they calling forth?

#### 2<sup>nd</sup> class – January 15, 2015

##### **Check in:**

- Names
- Groups
- Preliminary ideas (report on Who, What, Where & Why)

##### **Topic:**

- Teamwork workshop

##### **Homework:**

- Begin Team Charter (due January 29)

### **3<sup>rd</sup> class – January 22, 2015**

#### **Check in:**

- Where are you with your project?

#### **Topic:**

- Building your plan – Develop a viable workplan with a timeframe
- Guest Speaker: Former student and their experience with service learning

#### **Homework:**

- Leadership Competencies – Read Voluntary Sector Leadership Competencies and choose 5 competencies that you will work on as you conduct your project (due February 5)

### **4<sup>th</sup> class – January 29, 2015**

#### **Check in:**

- How are you with the process, your project, the class?

#### **Topic:**

- Communications Workshop

#### **Homework:**

- Finish Leadership Competencies

### **5<sup>th</sup> class – February 5, 2015**

#### **Check in:**

- Where are you with your project?

#### **Topic:**

- Communications Plans
- Group brainstorm – each group presents their project plan and receive feedback from other groups
- Revisiting the Art of Asking Good Questions

#### **Homework:**

- Communications Plans (due February 12)

**Feb 12, Feb. 19, Feb. 26, March 5, March 12, March 19, March 26 – no classes, but meetings with Instructor**

**Meetings** between teams and instructor (please use sign up sheet)

Expectations: Each team is expected to meet with the instructor 3 times during this period:

- The beginning (to finalize your project plan)
- Half way through (status update, questions & coaching)
- Near the end (What needs to happen to wrap this up?)

**April 2, 2015**

**Presentations**

- Teams present to the class; Q& A from cohort
- Clients invited

**April 9, 2015**

**Presentations**

- Teams present to the class; Q& A from cohort
- Clients invited

**5. Basis of Student Assessment (Weighting)**

<b>Assignments</b>	<b>%</b>	<b>Due Dates</b>
1. Team charter	15 %	January 29
2. Leadership Competencies	10%	February 5
3. Communications Plan	20%	February 12
4. Presentation of Completed Project	25%	April 2 & 9
5. Research Journal	15%	April 2 & 9
6. Attendance & Meetings with Instructor	15%	Throughout term

**6. Grading System**

Standard Grading System (GPA)

Competency Based Grading System

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

This course is worth three (3) credits. Students are required to commit approximately 105 hours to the course. These hours are accounted through:

Class time	15 hours
Instructor Appointments	3 hours
Project Fulfillment	60-70 hours / 10-12 hours per week for 5 -7 weeks
Assignment fulfillment	20-30 hours

### Project Examples

- Writing a 35 year history with photographs of the Victoria Native Friendship Centre
- Documenting guest speakers in First Nations and the Environment and installing online
- A “Practices and By-Laws” attachment to First Nations Student Association Constitution
- Mapping the cultural uses of the Land
- Planning and leading youth outreach
- Guidelines for a First Nations Students mentoring program in Greater Victoria School District
- Archival research for local band
- Fundraising initiative for a local non-profit organization
- Recording family histories
- Nutritional workshop for Camosun Indigenous Students

### Details on Assignments

#### 1. Team Charter - Due: January 29 15 %

- You and your team are expected to complete a team charter. Each member of your team must be present and fill in the charter together.
- I only need *one* team charter per group
- See marking rubrics & assignment template

#### 2. Leadership Competencies – Due: February 5 10%

- Please read: NLI – Voluntary Sector Leadership Competencies [http://www.vsi-isbc.org/eng/hr/pdf/nli\\_leadership\\_discussion.pdf](http://www.vsi-isbc.org/eng/hr/pdf/nli_leadership_discussion.pdf)
- Choose **two** competencies that you will focus on as you conduct your project
- Write on each competency, addressing how you will specifically and uniquely meet the learning outcomes
- See marking rubrics & assignment template

**3. Communications Plan – Due: February 12 20%**

- Refer to the communications plan handout
- See marking rubrics

**4. Presentation of Completed Project– Due: April 2 & 9 25%**

- It is your responsibility to ensure that key stakeholders from your agency are available to attend the presentation
- Presentations will vary in style – please check with instructor as to what you are planning
- Learning aids are encouraged: Audiovisual, text based, demonstrations, etc.
- I ask you to be both *creative and professional* in your presentations
- The point of each presentation is to discuss
  - Why you chose to do this project
  - What you hoped to accomplish
  - What steps you took
  - What challenges you faced
  - What successes you enjoyed
  - How the change made an impact on the community
  - What you would do differently next time
- Presentations are no less than 10 minutes, no more than 15
- If there are artifacts for the agency (a paper, pictures, maps, video, etc.) these should be presented at this time

**5. Research Journal – Due: April 2 & 9 (Handed in after presentations) 15%**

- Journalling is an important way to track a project, the decisions made and the challenges and successes experienced
- A journal is a record of your reflections, thoughts, insights, questions and concerns. These things tend to evaporate if they are not captured in notes along the way, and key understanding, decisions and ideas can be saved through use of a research journal

**6. Attendance & Meetings with Instructor - Throughout term 15%**

- You are expected to have 3 meetings with the instructor throughout the term
- One may be with the stakeholders of your project; the other two during office hours

- Marks are given for attendance, preparation, honouring the timeframe of the meeting and professionalism during meeting

## **LEARNING SUPPORT AND SERVICES FOR STUDENTS**

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

## **STUDENT CONDUCT POLICY**

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.  
<http://www.camosun.bc.ca/policies/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.