Engagement for Community Sustainability
Course Handbook
(CSUS301, Section 002)

M.W. Everett and C. L. Eustice

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Overview of the Course

Welcome to CSUS301, Engagement for Community Sustainability! This unique course is designed to provide students with the final link in the core Community Sustainability courses (CSUS200, CSUS300 and CSUS301). As the title denotes, this course is focused on engagement from a community perspective. Defining community is a key component of the course. For our purposes, we will define community two ways. The first definition is using geographic or spatial parameters. For example, Hanover, Michigan is a community in a geographic sense and includes a population or part of the community. The second way to define community is in a non-geographic way. For example, Hanover has a store and they define their community through the patrons who may come from varying areas around the area to purchase goods. Another example is a non-profit organization that has ties to many people, depending on their constituent base. Again, there is not specific spatial location to how community is defined; yet they are still a community as defined by the non-profit organization.

This course is broken into several components. They include 1) Lecture/Discussion; 2) Assessments (CMC Maps and Exam); 3) Defining Community Presentations; 4) Peer Review Presentations; 5) the Legacy Project; and 6) Poster Session and Presentations.

The first part of the semester will be devoted to course learning through lecture/discussion and focused legacy project work. The second part of the semester will include limited lecture/discussion course time, and a significant amount of time devoted to reflection application in terms of the Legacy Project. Class sessions denoted as "Legacy Project Community-Based Group Work" have scheduled release time for you and your group. You and your group will devote this release time to your legacy collaborator and project work.

A timeline of the important Legacy Project dates includes:

September 12 - Group selection by instructor(s) and dissemination of information to students
October 24 – Legacy Project Literature Review Due
November 22 – Poster Draft Due
December 13 – Legacy Project Paper Due
December 13 – Poster Session and Presentations (5:45 to 7:45 pm)

CSUS 301
Community Engagement for Sustainability

Spring 2017
Tuesday/Thursday, 2:40 – 4:00 p.m.
019 Natural Resources Building

INSTRUCTOR:
Dr. Michael W. Everett
Department of Community Sustainability
Michigan State University
480 Wilson Road
140 Natural Resources Building
Telephone: 517-432-0292
Email: everettm@msu.edu

COURSE ASSISTANT
Ms. Crystal Eustice
Department of Community Sustainability
Michigan State University
480 Wilson Road
322 Natural Resources Building
Email: mill1879@msu.edu

OFFICE HOURS:
Tuesday, 11:00 a.m. to 12:30 p.m. (140 Natural Resources)
Or by appointment

LOCATION:
Room 019 Natural Resources Building

MEETING TIMES:
Tuesday/Thursday from 2:40 p.m. to 4:00 p.m.

COURSE DESCRIPTION:
Application of principles of change theory, citizenship, sustainability, and community engagement at multiple scales. Public and participatory decision making in diverse contexts. Techniques and skills for community engagement. Examination of personal identities as citizens. Leadership and communication challenges in active practice of engagement.

COURSE GOALS:

During this course, students will explore community engagement by:
1. Defining concepts related to community building, including community engagement, cultural understanding, coalition building;
2. Applying concepts of citizen engagement on issues related to the commons, social conscience, and cultural literacy; and
3. Examining the roles of change agents in leading change, as a visionary, creative influence, and risk-taker.

CSUS301 COURSE LEARNING OUTCOMES:

Students who complete this course will be able to:

1. Apply citizenship and engagement theory to plans for action;

2. Explain theories associated with citizenship and engagement at local to global scales (e.g. dialogue, deliberation, public work, action and participatory research, leadership, land grant philosophy);

3. Apply theories of change and leadership to facilitate strategic planning and decision making;

4. Identify examples of community-based initiatives and explain how they contribute to quality of life;

5. Identify ways to work in community contexts to achieve a civic objective;

6. Explain how actions may benefit individuals or communities;

7. Learn to work across differences on critical issues;

8. Compare and contrast an argument regarding a sustainability issue from a worldview that differs from the student's perspective;

9. Identify the ethical dimensions of a given situation and explain using ethical concepts and arguments;

10. Demonstrate effective decision-making techniques in diverse contexts;

11. Participate effectively in informed and engaged discussions that connect ethics with current issues of sustainability; and

12. Explain the role of public policy and social movements in promoting or advancing social equity and equality in some national, regional, or community context.

MICHIGAN STATE UNIVERSITY LEARNING GOALS
CSUS301 – Community Engagement for Sustainability

Analytical Thinking: You will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what you learn both in and out of class.

Cultural Understanding: You will learn to deepen your understanding of global and cultural diversity by interacting with others in and outside our diverse campus community and reflecting on your own culture and that of others.

Effective Citizenship: You will learn to be an effective citizen by engaging in opportunities for involvement both inside and outside the classroom.

Effective Communication: Spartans communicate to diverse audiences using speech, writing, debate, art, music, and other media. You will learn how to communicate effectively through your interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you've changed as you progress toward graduation.

Integrated Reasoning: You will learn to make decisions through integrated reasoning by observing the example set by your fellow Spartans—faculty, professional staff, your peers and student leaders, and our 500,000 Spartan alumni— who are advancing knowledge and transforming lives in innumerable ways. MSU provides you with the space and support to make decisions learn from them and use them to inform your values.

DEPARTMENT OF COMMUNITY SUSTAINABILITY COMPETENCIES
CSUS301 – Community Engagement for Sustainability

Boundary Crossing: Students will identify their own assumptions and biases, recognize new perspectives, and demonstrate the ability to collaborate with individuals and groups whose norms, assumptions and biases are different from their own.

Community: Students will demonstrate knowledge of the various interpretations of community as it relates to the study and practice of sustainability.

Civic Engagement: Students will develop the knowledge, skills, values, and motivation to participate in civic life.

COURSE TEXTBOOK:

Green, G. P., & Haines, A. (2016). Asset Building and Community Development (4th Edition). Los Angeles, CA: Sage Publications.

CLASS SCHEDULE[1]

Week 1 –
1 – August 31, 2017 – Assets in Community-Based Development (Chapter 1)

Week 2 –
2 – September 5, 2017 – What is Community Engagement?
3 – September 7, 2017 – Community Development in the U.S. (Chapter 2)

Week 3 –
4 – September 12, 2017 – Selecting Legacy Collaborators – Module 4
5 – September 14, 2017 – Community Sustainability (Chapter 3)

Week 4 –
6 – September 19, 2017 – The Community Development Process (DD) (Chapter 4) – Module 1
7 – September 21, 2017 – Defining Community Presentations and Legacy Group Work

Week 5 –
8 – September 26, 2017 – Role of Community-Based Organizations (Chapter 5) – Module 5
9 – September 28, 2017 – Defining Community Presentations and Legacy Group Work

Week 6 –
10 – October 3, 2017 – Human Capital* (Chapter 6) – Module 2
11 – October 5, 2017 – Defining Community Presentations and Legacy Group Work

Week 7 –
12 – October 10, 2017 – Social Capital (Chapter 7) – Module 3
13 – October 12, 2017 – Peer Review Presentations and Legacy Project Meetings #1

Week 8 –
14 – October 17, 2017 – Physical Capital (Chapter 8)
15 – October 19, 2017 – Peer Review Presentations and Legacy Project Meetings #1

Week 9 –
16 – October 24, 2017 – Financial Capital* (Chapter 9) Legacy Project Literature Review DUE
17 – October 26, 2017 – Peer Review Presentations and Legacy Project Meetings #1

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[1] Topics or dates may change due to availability of resources

Week 10 –
18 – October 31, 2017 – Environmental Capital (Chapter 10)
19 – November 2, 2017 – Legacy Project Meetings #2

Week 11 –
20 – November 7, 2017 – Political Capital (Chapter 11)
21 – November 9, 2017 – Legacy Project Meetings #2

Week 12 –
22 – November 14, 2017 – Cultural Capital* (Chapter 12)
23 – November 16, 2017 – Legacy Project Meetings #2
Week 13 –
24 – November 21, 2017 – Food, Energy, and Community* (Chapter 13)
25 – November 23, 2017 – Thanksgiving Break (No Class)

Week 14 –
26 – November 28, 2017 – Natural Disasters and Climate Change (Chapter 14)
27 – November 30, 2017 – Legacy Project Group Work (No formal class session)

Week 15 -
28 – December 5, 2017 – The Future of Community Development (Chapter 15)
29 – December 7, 2017 – Exam

Week 16 – Finals Week
30 – December 13, 2017 – CSUS301 Poster Session Colloquium (5:45-7:45 pm)

Assignment Format

Assignments will be turned in electronically via D2L. Exams will be taken in person at the schedule times listed. There will be no exam makeups unless prior approval has been given by the instructor.

More than one application (e.g. a Web browser, Microsoft Word, Excel, etc.) may be needed for a given assignment. You may want to bring an electronic device with you to class to assist in research for specific in-class activities.

Written papers must adhere to APA format, doubles-spaced, and Times New Roman or Arial (12 font). A running header must include the title of the document. Do **NOT** put your name(s) on your paper. D2L will provide identification of the document.

1. Class Participation and Assigned Reflections. Your active participation in class is expected (including prior assigned readings) and worth 5 points per class for a total of **150 Points**. To receive points, you may be asked to sign in to class or complete a reflective essay as part of any given class session. You will participate in four reflective assignments throughout the semester as defined by the instructor. *A sign-in sheet will be passed around at the beginning of class. You will NOT be allowed to sign-in late and if a reflection is required of a particular class, in many instances, this will be used as your class participation and assigned reflections grade.* **(Effective Citizenship/Civic Engagement)**

2. Defining Community Presentation. As a way to reinforce community, each student will develop a 3-minute presentation that is undergirded by the concept of "Defining YOUR Community." As a way to frame your presentation, you are required to present your community in the form of a Google Earth image of your home region. Note that you may use a variety of software (e.g., PPT, PDF, Prezo, etc.) to develop your presentation. The instructor will provide an example as a template. Students must include 5 examples of engagement as defined in the course. You will then present this to the class along with the significant components associated with the material learned in class (**50 Points**). **(Cultural Understanding, Effective Citizenship, Effective Communication/Boundary Crossing, Community)**

3. Tools of Engagement (ToE) Modules/CMC Maps. As a way to frame engagement as a function of community, the MSU Office of Outreach and Engagement provides 5 modules that are designed to stimulate knowledge and discussion about processes of engagement related to the MSU community. The five modules can be found at the following website (http://tools.outreach.msu.edu). In the calendar above is a schedule for each of the concept/mind/conceptual (CMC) maps that should be completed in conjunction with each of the ToE Modules. CMC Maps should reflect the most salient points of the particular ToE Module. For information about completing a CMC Map, please refer to the article by Eppler (2006) in the "Course Handbook and Other Relevant Document" folder in D2L. CMC Maps should be placed in the appropriate D2L folder in the indicated dates as highlighted above. Students will receive a point (up to 10 possible) for each aspect of the module identified and related its appropriate concept using one style of CMC mapping. Note that Modules are not in sequential order (10 points per CMC Map *5 Maps = **50 Points**). **(Analytical Thinking, Integrated Reasoning/Civic Engagement)**

4. Peer Review Presentation. As a way to reinforce community, each student will develop a 3-minute presentation that provides: (1) an overview of a peer reviewed document related to community engagement (See a selection of documents in the Peer Review Presentation D2L folder); and (2) three important features that your peers could use in this class in terms of community engagement (e.g., interesting points, methods, analysis of data and information). **Students must send the instructor an electronic copy of their paper the week prior to presenting.** See Appendix E for a list of potential documents to review (**50 Points**). **Effective Citizenship, Effective Communication/Community)**

5. Legacy Project Literature Review. Upon selection of a Legacy Project group and direction of the project, students (as a Project Group) will develop a literature review that is appropriate to the project based on the scope, objectives and outcomes of the project. The literature review should reference at least 10 peer-reviewed resources that provide support for the current proposed project. The literature review should include an introduction to the project, a review of the literature with appropriate APA citation and a references page that adheres to APA formatting requirements (**100 Points**). (**Effective Communication/Community**)

6. Legacy Project Meetings. A core component of engagement is open dialogue with all partners. This assignment includes two meetings that need to be set up between the instructor(s) and each team. The meeting will last no more than 30 minutes and will take place during class time with the focus being on the Legacy Project and its components. The meeting can be scheduled anytime (see dates above for specific class sessions). Each team member MUST attend the meeting to receive credit. When appropriate, a representative of the group should sign up for a meeting time with the instructor(s). This dialogue should include: (1) status of teamwork and capacity building within the team; (2) status of teamwork in working with the collaborating organization; (3) current timeline of legacy project; (4) current timeline of paper and poster; (5) challenges of the project; and (6) questions. (2 Meetings at 50 points = **100 Points**). (**Effective Communication/Community**)

7. Exam. As a way of reinforcing concepts of engagement and asset-building there will be one authentic comprehensive exam during the semester. The exam may include multiple choice, T/F, matching, and short answer questions. The exam will cover content throughout the **entire** course (**100 Points**). (**Analytical Thinking, Integrated Reasoning**)

8. Legacy Project Final Paper. Students will write up their findings of the Legacy Project in the form of a Legacy Project Paper. The paper should include the following components within the document: (1) a 200 word abstract that outlines the paper (See example abstract in D2L); (2) an introduction to the Legacy Project (including objectives for the Legacy Project); (3) a review of the literature that is significant to your project (Incorporation of #5 above); (4) a methods section that helps the reader better understand the processes that occurred during the project; (5) a results and discussion section about the findings of the group with respect to the project and working with community partners; (6) a conclusion, implications, and recommendations section that includes the future direction of the Legacy Project; and (7) a references page that includes all resources utilized for the project and paper (Incorporation of #5 above) (**200 Points**). (**Analytical Thinking, Effective Communication, Integrated Reasoning/ Boundary Crossing, Civic Engagement, Community**)

9. Legacy Project Colloquium (Poster Session). Legacy Projects will be presented during a final professional poster colloquium, which we will conduct as a way to conduct dialogue about the projects. Participants may include community partners, campus faculty and interested students. Graded criteria for the project includes: (1) the quality of the poster (100 Points), (2) the quality of the poster presentation (50 Points); and (3) evaluation of self and group project participants (50 Points) (**200 Points**). See Legacy Project Colloquium rubrics for specific requirements. **(Analytical Thinking, Effective Communication, Integrated Reasoning/Boundary Crossing, Civic Engagement, Community)**

Student Evaluation

Assignments[2]	Points	Due Date
1. Class Participation and Reflection	150	Weekly
2. Defining Community Presentations	50	9/21, 9/28, 10/5
3. ToE Modules/CMC Maps	50	1/17, 1/24, 2/7, 2/14, 2/21
4. Peer Review Presentations	50	10/12, 10/19, 10/26
5. Legacy Project Literature Review	100	October 24, 2017
6a. Legacy Project Meeting #1	50	10/12, 10/19, 10/26
6b. Legacy Project Meeting #2	50	11/2, 11/9, 11/16
7. Exam	100	12/7
8. Legacy Project Paper	200	December 13, 2017
9. Legacy Project Poster Colloquium	200	December 13, 2017
Total	**1000**	

Grading Scale

Grade	Points
4.0	1000 – 920
3.5	919 – 860
3.0	859 – 820
2.5	819 – 750
2.0	749 – 700
1.5	699 – 650
1.0	649 – 600
0	< 600

Important Dates

September 25	Last Day to Drop w/ Refund (8:00 PM)
October 18	Last Day to Drop w/ No Grade (8:00 PM)
November 23-24	Thanksgiving Break
December 13	Final Exam – Legacy Project Colloquium (5:45-7:45 pm)

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[2] Late assignments will **NOT** be accepted (Dropboxes will close at midnight on due dates)

Academic Misconduct

Article 2.III.B.2 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Community Sustainability adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in CSUS301. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also http://www.msu.edu/unit/ombud/dishonestyFAQ.html). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense**. Turnitin.com will be used for all written assignments.

Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. Everett at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Bereavement:

Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (https://reg.msu.edu/) under 'Student Services – Grief Absence Request Form' OR to StuInfo (https://stuinfo.msu.edu/) under 'Academics - Enrollment Information and Services – Grief Absence Request Form.' Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **September 25**. The last day to drop this course with no refund and no grade reported is **October 18**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes
Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Attendance
Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy. If you miss a class due to a Special Consideration Absence as defined by University Policy, your class participation grade for those excused absences days will be the average of your earned participation grades.

Internet
Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site

Disruptive Behavior
Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Campus Emergencies
In the event of an emergency arising within the class, the Professor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in- place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at http://lct.msu.edu/guidelines-policies/aup/.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. Everett and/or Ms. Eustice will answer email about:
  - Questions arising from difficulty in understanding course content.
  - Requests for feedback about graded assignments.
  - Private issues appropriate for discussion within the teacher-student relationship.
- Dr. Everett and/or Ms. Eustice will NOT answer email which:
  - Poses questions answered in the course information sections of the course D2L site
  - Poses questions answered in the course syllabus.
  - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS301).
  - Raises an inappropriate subject.
- Dr. Everett and/or Ms. Eustice will make every effort to answer email received on a given day no later than close of work on the next workday.
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.

APPENDIX A – The Community Engagement Legacy Project

What is the Legacy Project? A legacy, according to Merriam-Webster is "something transmitted by or received from an ancestor or predecessor or from the past."

For our purposes, the Legacy Project is an activity where students collaborate with a stakeholder on a project that advances that organization over time. The goal of the Legacy Project is not to necessarily complete a project, but instead to develop a set of achievable goals for a project in conjunction (engagement) with the stakeholder and take those through to fruition.

Things to consider when working in your group:

1) When working in your groups, make sure all members are transparent about schedules, contact information, etc. One way to achieve this is through a Facebook Group Page or Google Doc.
2) Develop a Google Doc for your team. Color code text for individual team members to better understand who is saying what. This will be critical as you reflect with collaborators and work toward the end objective of the project. This is especially effective when not meeting as a team or when trying to achieve a goal for the project.
3) In your groups, you should consider electing a point person to communicate with the representative from the collaborating organization. This will ensure that the collaborating organization is not inundated with emails from all group members.
4) Work with the stakeholder organization to develop a project with achievable, measureable goals. These activities, goals and outcomes NEED to be achievable within a semester timeframe.
5) Consider setting up specific tasks for individuals. For example: a leader, note taker, information specialist (E.g., Website or FB manager), accountant (to determine financial aspects), etc.
6) Dialogue, Dialogue, Dialogue…Always be in contact with your team members. The person that is not engaged may feel left out or just willing to "go along for the ride." This is BAD!
7) Develop a timeline for the project and associated due dates. Include meetings, deadlines and due dates for assignments.
8) When meeting for the first time (gaining entry) with either the collaborator or community partners via the collaborator, utilize the strategies highlighted by Matthew (2016).
9) Depending on the type of project, utilize other behaviors to assist in the process of collaborating and engaging with collaborators and community.

APPENDIX B – Legacy Project Literature Review Grading Criteria

See the Legacy Project Paper criteria listed above in #5. Length of the paper will vary between groups. However, the general range should be 5-10 pages total, which will an introduction to the Legacy Project, Literature Review and References page.

Group Participants: _____ **Score:** _____

Criteria	Possible	Comments/Score
Introduction		
Was thoroughly addressed	30	
Mostly addressed	20	
Somewhat addressed	15	
Briefly addressed	10	
Review of the Literature		
Was thoroughly addressed	30	
Mostly addressed	20	
Somewhat addressed	15	
Briefly addressed	10	
References		
Complete APA References (10)	30	
Most APA references (7)	20	
Few APA references (4)	15	
No references	0	
Grammar		
No errors	10	
Few errors (<5)	7	
Some errors (5 to 10)	5	
Many errors	0	
Total	**100**	

APPENDIX C – Legacy Project Paper Grading Criteria

See the Legacy Project Paper criteria listed above in #8. Length of the paper will vary between groups. However, the general range should be 15-20 pages total, which will include all elements cited above as well as any materials developed and utilized for the project (Include in an Appendices).

Group Participants: _____   **Score:** _____

Criteria	Possible	Comments/Score
Abstract (200 words)		
Was thoroughly addressed	30	
Mostly addressed	20	
Somewhat addressed	15	
Briefly addressed	10	
Introduction		
Was thoroughly addressed	30	
Mostly addressed	20	
Somewhat addressed	15	
Briefly addressed	10	
Review of the Literature		
Was thoroughly addressed	30	
Mostly addressed	20	
Somewhat addressed	15	
Briefly addressed	10	
Methods		
Was thoroughly addressed	30	
Mostly addressed	20	
Somewhat addressed	15	
Briefly addressed	10	
Results and Discussion		
Was thoroughly addressed	30	
Mostly addressed	20	
Somewhat addressed	15	
Briefly addressed	10	
Conclusion, Implications, Recommendations		
Was thoroughly addressed	30	
Mostly addressed	20	
Somewhat addressed	15	
Briefly addressed	10	
Grammar and References Page		
Complete APA References and no errors	20	
Most references (7) and few errors (<5)	17	
Few references (4) and some errors (5 to 10)	15	
No references and many errors	0	
Total	**200**	

APPENDIX D – Legacy Project Colloquium Poster, Presentation, and Self/Peer Grading Criteria

Legacy Projects will be presented during a final professional poster colloquium, which we will conduct as a way to conduct dialogue about the projects. Participants may include community partners, campus faculty and interested students. Graded criteria for the project includes: (1) the quality of the poster (100 Points), (2) the quality of the poster presentation (50 Points); and (3) evaluation of self and group project participants (50 Points) (**200 Points**). See Legacy Project Colloquium rubrics for specific requirements.

Note that you will be assessed based on your poster, presentation of the poster, and collaboration and dialogue with group members, community engagement participants and the public at large. Additionally, students will be evaluated based on their professionalism during the community colloquium. This includes dress and engagement with above cited participants. Finally, you will also perform a self-evaluation of your own performance as well as other group participants evaluating your performance. See the appropriate grading criteria documents below for more information.

CSUS301 – Legacy Project Poster

Group Participants: _____ **Score:** _____

Poster Criteria	Possible	Comments/Score
Introduction		
Was thoroughly addressed	15	
Mostly addressed	10	
Somewhat addressed	7.5	
Briefly addressed	5	
Vision and Goals		
Was thoroughly addressed	15	
Mostly addressed	10	
Somewhat addressed	7.5	
Briefly addressed	5	
Action Plan		
Was thoroughly addressed	15	
Mostly addressed	10	
Somewhat addressed	7.5	
Briefly addressed	5	
Review of the Literature		
Was thoroughly addressed	15	
Mostly addressed	10	
Somewhat addressed	7.5	
Briefly addressed	5	
Results and Discussion		
Was thoroughly addressed	15	
Mostly addressed	10	
Somewhat addressed	7.5	
Briefly addressed	5	
Conclusion and Recommendations		
Was thoroughly addressed	15	
Mostly addressed	10	
Somewhat addressed	7.5	
Briefly addressed	5	
Writing and Mechanics		
No Errors	10	
Few Errors (< 5)	7.5	
Some writing and mechanical errors (5-10)	5	
Distracting errors to the reader	4	
Total	**100**	

CSUS301 – Legacy Project Presentation

Group Participants: _____**Score:** _____

Presentation Criteria	Possible	Comments/Score
Engagement in Activity		
Engaged with all participants	20	
Mostly engaged with participants	17	
Somewhat engaged with participants	15	
Limited engagement with participants	10	
Presentation and Collaboration Skills		
Strong participation and collaboration skills	20	
Moderate participation/collaboration skills	17	
Limited participation/collaboration skills	15	
Very limited participation/collaboration skills	10	
Professionalism		
High degree of professionalism (Dress included)	10	
Moderate degree of professionalism	7	
Limited professionalism	5	
No professionalism or not in attendance	0	
Total	**50**	

CSUS301 – Legacy Project Self/Peer Evaluation

Group Participant: _____ **Score:** _____

Self-Evaluation Criteria of Legacy Project (LP)	Possible	Comments
Evaluation of Self. I was…		
Completely engaged in the LP	25	
Mostly engaged in the LP	20	
Could have been engaged more in LP	15	
Very limited in my engagement in the LP	10	
Evaluation of Group members (Score 0 to 25)		
Member 1 _____	____	
Member 2 _____	____	
Member 3 _____	____	
Member 4 _____	____	
Member 5 _____	____	
Total	**50**	

APPENDIX E – Legacy Project Meeting Checklist

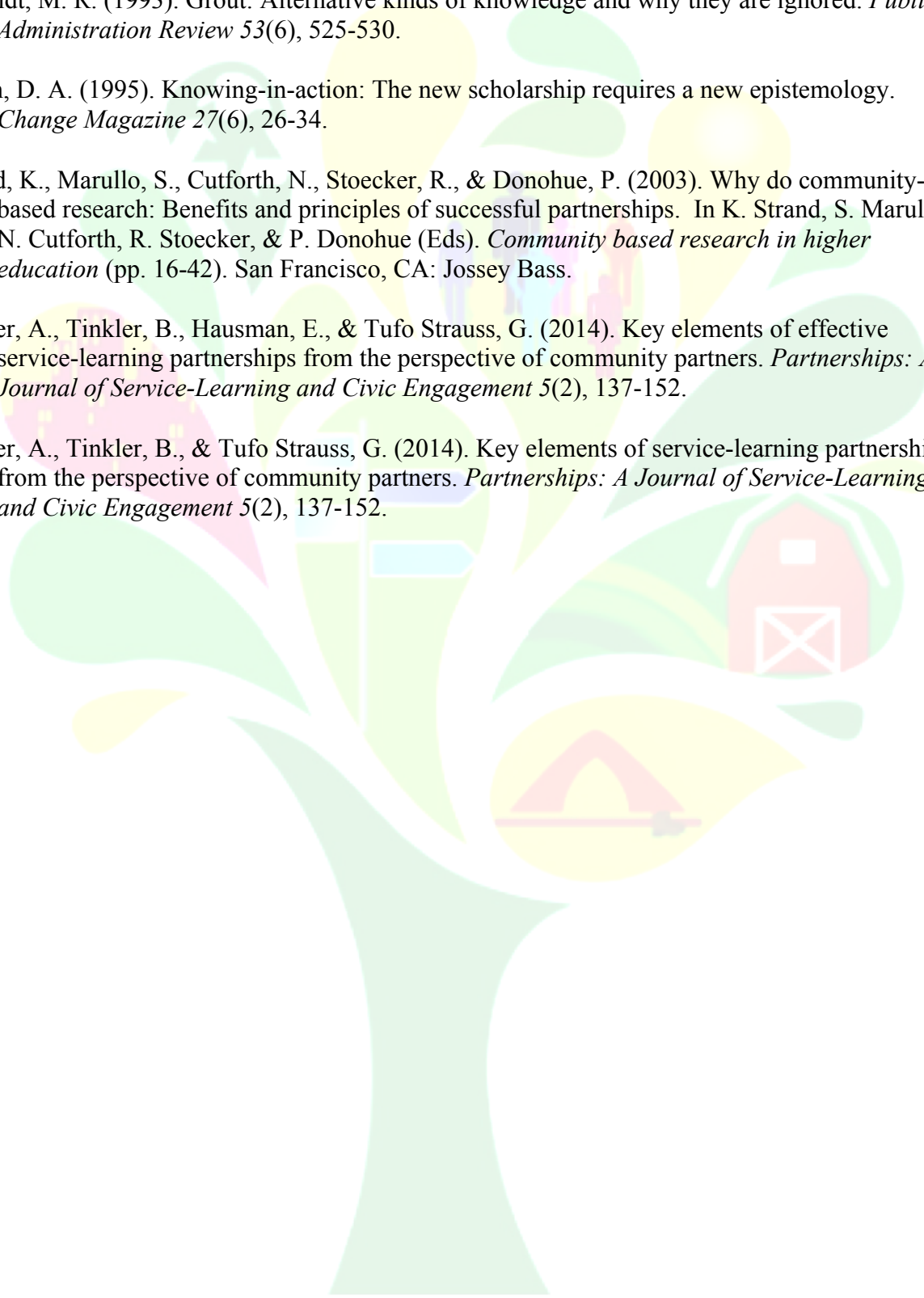| Have you or Do you…	Yes/No	Notes or Comments
Developed teamwork and capacity building within the team?		
Met with the team in conjunction with the collaborating organization? If yes, how many times? Are there more times scheduled?		
Been on task with the timeline of your legacy **project**?		
Been on task with the timeline of your legacy **paper**?		
Been on task with the timeline of your legacy **poster**?		
Had any challenges with the project? If so, what are they?		
Had any unanswered questions about the project? If yes, what are they?		
Have any recommendations for the project for next semester?		

APPENDIX F – Peer Review Presentation Literature List

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