

ITGA Presidential Excellence Award – 2017 Submission

CityWorksEDU: Campus, Cities, and Civic Engagement

An academic partnership between Colorado State University and the City of Fort Collins

1. Connection to the ITGA mission:

CityWorksEDU's main premise is rooted in strengthening the town gown partnership between the City of Fort Collins (City) and Colorado State University (CSU). This innovative course can be implemented in other communities to increase knowledge in and of both the community and institution. The academic course was showcased at the United Kingdom Town and Gown Association conference in November 2016 and other communities have expressed interest in being able to replicate this next-practice course.

2. Award categories met:

- a. Demonstrates a commitment to leadership that fosters mutually beneficial relationships between campus-communities or the ITGA.
- b. Contributes to the field of town gown relations through academic research that helps identify evidenced-based practices in college towns.
- c. Exemplifies volunteer efforts that contribute to the quality of life in campus communities or the ITGA.

3. Briefly tell your story and include who was involved and the focus of the initiative:

Colorado State University and the City of Fort Collins has long partnered together to work collaboratively on projects across the community. The Community Liaison position is a solid example of how the two entities provide funding for a full-time position that works for both entities and connects the students and community together. Over the past five years, the Community Liaison position has focused on connecting with students in the academic classroom. When students can link their academic experience with the greater community, there is more commitment to investing in the community as a whole. Through the academic partnerships and commitment from the City of Fort Collins City Manager's Office, CityWorksEDU was created.

CityWorksEDU is a partnership program between CSU's Collaborative for Student Achievement – Key Communities and Off-Campus Life (OCL), as well as the City's Neighborhood Services and City Manager's Office. The course, modeled after the City's highly successful CityWorks program, was introduced in the fall 2016 academic semester as a 3-credit course and completed the year with a 1-credit spring semester course. CityWorksEDU introduced 31 underrepresented students (first generation, minority, low socioeconomic status) to the power of local government and how they can play a vital role in implementing change in a community. The course explores the roles and functions of local government as well as how citizens engage with their local government and influence their communities on multiple levels. CityWorksEDU is designed to expand students' knowledge of local government and governing bodies, as well as challenge them to discover ways to participate with their own local government.

CityWorksEDU is designed to provide students with practical and working knowledge of the cities in which they will live. One aspect of the class included having the students travel throughout the City of Fort Collins, not only accessing the city resources directly, but also learning how to use the public transportation system – allowing them to gain skills and confidence in getting around the City. Here are just a few of the City resources and topics discussed during the academic year:

- a. Community Development and Neighborhood Services
- b. Transportation and Traffic Operations
- c. Finance and Budgeting
- d. Natural Areas, Parks & Trails, and Forestry
- e. Fort Collins Police Services
- f. Utilities
- g. City Leadership
- h. Sustainability Services
- i. The importance of civic engagement and good neighboring (presented by a neighbor)
- j. Bicycle Friendly Driver Training and Certification

In addition to the weekly field trips and class discussions, the students were required to incorporate what they were learning in and outside of the classroom with their own communities – where they grew up or where they plan to live in the future. Supplemental assignments to the course had them continuing to explore the City and other communities. Required assignments included, but were not limited to:

- a. Read and write a five-page paper on Peter Kageyama's *For the Love of Cities*.
- b. Post Weekly research and written analysis on local community/government articles/videos/blogs/vlogs.
- c. Conduct three civic engagement/volunteer activities (City Council meetings, Boards and Commissions meetings, Police ride-alongs, community volunteering, etc.).
- d. Prepare three questions for class discussion with City of Fort Collins leadership.
- e. Complete Final research project and presentation on a city code/ordinance/policy in Fort Collins and compare with their hometown community.
- f. Complete a Scavenger Hunt in which they interact and ask questions of: City Hall staff member, Transfort bus driver, City employee working out in the community, a Fort Collins Police Officer; and visit/find three different art in public places and explore a natural area.

4. Provide supporting documents to demonstrate how he/she contributed to improving the quality of life in your campus community:

- a. Fall and Spring academic syllabus and schedule (below).
- b. Presentation requested for the United Kingdom Town & Gown Association 2016 conference.
- c. Provided City of Fort Collins City Council with a brief overview of the program and was asked by Council to set up a dinner with next year's cohort
<https://fortcollinstv.viebit.com/player.php?hash=sJvfnR2JXcvv> (minute: 1:03:42)
- d. Highlighted class data:
 - i. 96% agreed there was a sense of community in the class.
 - ii. 97% of students in the fall semester agreed that the course had changed their understanding of city government.
 - iii. 87% of students agreed riding the bus added to the experience of the CityWorksEDU class.
 - iv. 97% of students agreed going to the various City department enhanced the class.
 - v. *What was most beneficial about the class:*
 - o "Best choice I made when coming to CSU."
 - o "I feel as though all of the ordinances that we have learned about in this class thus far have prepared us beyond our peers who have not accessed this information. Not only do I find knowing specific codes and ordinances helpful, but also the skills to correctly interact with neighbors and those in the community. I believe that this class has provided us with the basics to successfully integrate into independent adults living here in the city of Fort Collins for our next three years, and maybe even beyond that wherever we may end up."
 - o "It has helped me learn more about how to value the community and the people that help shape the community."
 - o "The class really helped me in terms of expressing my thoughts and opinions on severe topics like politics and it made me grow as an individual."

5. Summarize the current status of the project or initiative:

It is exciting to report CityWorksEDU will be coming back next academic year. The Collaborative for Student Achievement – Key Communities eagerly asked for the class to remain a permanent offering to CSU first year students in the program. Additionally, the City Manager has asked about the potential to expand the class and offer it to any first year student and incorporate it into graduate level curriculum.

6. Contact Information

Emily Allen
Community Liaison
City of Fort Collins and Colorado State University
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7. Fall/Spring Syllabus and Schedules:

CityWorksEDU: Campus, Cities & Civic Engagement

Instructor Emily Allen emily.allen@colostate.edu (970) 491-6707 274 Lory Student Center Office Hours: Email to schedule a time	Instructor Ginny Sawyer gsawyer@fcgov.com (970) 224-6094	Key Mentor Abe Mergia abenezermergia@gmail.com (970) 889-4040	Key Mentor Rachel Navratil rachnav@rams.colostate.edu (720) 448-4970
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I. Course Summary

This course explores the roles and functions of local government. Additionally, this course will explore how citizens can engage with their local government and influence their communities on multiple levels. Local government is easily accessible and has the most impact on citizens in their daily activities. Learning the functions and organization of major entities empowers residents with the knowledge of how to influence and shape their communities. Every citizen has the right and responsibility to be engaged, regardless of geography, position, background, age, etc. This course is designed to expand your knowledge of local government and governing bodies as well as challenge you to discover ways to participate with the system to support or promote existing programs and change. Topics for the course will include field trips and learning opportunities from local public servants, reflection on how government impacts your community, and examination of ways to be heard by governing bodies.

II. Learning outcomes

This Key Seminar is designed to introduce you to local government roles, functions, and programs and provide an opportunity to develop critical knowledge of operations. As a result of this course, students will demonstrate knowledge in the following categories:

A. Local Government

1. Have knowledge of local government structure and function.
2. Explore ways in which local government can impact daily life.
3. Define and articulate purpose and function of major departments and service areas within a city.
4. Have knowledge of major City of Fort Collins systems including budgeting and strategic plan.
5. Demonstrate the ability to manage an interaction with a city official.

B. Citizenship and Civic Engagement

1. Demonstrate an openness to diversity and an appreciation of the importance of sharing different perspectives.
2. Explain the importance of public engagement and participation in local, national, and global community.
3. Demonstrate ability to engage with local government.
4. Justify the duties a citizen holds in relation to the success of their community.
5. Demonstrate ability to utilize at least three city resources.

C. General

1. Demonstrate effective communication skills through 1-on-1 meetings, class discussions, written communication, and a final presentation.
2. Develop and practice critical and creative thinking skills.
3. Foster a sense of community pride and support through relationship building.

III. Required Texts

- a. Local newspapers – Fort Collins and nationally (Coloradoan is free with your CSUID)
- b. Other required articles/videos to be made available on Canvas
- c. Kageyama, P. (2011). *For the Love of Cities*. St. Petersburg: Creative Cities Productions. (Provided)

IV. Companion Course

PHIL 103-102 – Moral and Social Problems

Instructors: Andre M. Archie and William E. Easle (Eric)

V. Attendance & Participation

This course is a mixture of lecture and discussion format, therefore it is important that students attend and be prepared for each class. We expect students come to class ready to contribute from an informed perspective based on having engaged with and completed the pre-class materials (readings, videos, etc.).

- a. Physical attendance is the basic pre-requisite for how you will be graded in attendance. This includes arriving on time and having read the required readings. Not only will physical attendance be recorded weekly, but how you engage and participate in each class will go towards your final grade. Attendance will count for 4 points and participation for 6 points, totaling a possible 10 points for attendance and participation each class period.
- b. We do recognize that situations arise that make it impossible for you to be present each time class meets. If you must miss class, you must let Emily know by email before class starts. We expect you will contact a classmate to discuss what transpired during class, including announcements, activities and discussions. You are allowed one excused absence a semester. If you have more than one absence or are late to class 2 times or more your attendance and participation grade will be lowered by 10 points and continue to be lowered by 10 points each subsequent time.
- c. Make up work will only be allowed in special, documented circumstances. Assignments that are turned in late will be penalized 10% of points possible per calendar day they are late. Make up assignments, quizzes, and in-class work will be permitted *only* in certain special, *documented* circumstances such as medical emergencies or *documented official* University sanctioned events. In case of such circumstances, you must contact Emily before the assignment is due (or as soon as reasonably possible) and include proper documentation of the reason for the absence. *ALL documented excuses and work submitted by email must receive a response email from at least one instructor.*
- d. Cell phones interrupt positive, face-to-face interactions. Please disconnect yourself from your phone prior to entering class. Please do not make or answer any phone calls or text message in the classroom. If you are caught texting during class, the instructor will most likely ask you to leave class, thus affecting your participation grade. If you believe you will be receiving an important phone call or text during class time, please inform one of the instructors before class starts and excuse yourself from the classroom if needed.

VI. Email policy

Emails with questions regarding assignments will not be responded to within 24-hours of the assignment deadline. Emails regarding the course will be answered between 8:00am – 5:00pm (MST) Monday through Friday. Additionally, emails will not be answered during recognized University Holidays and scheduled vacation time. You may email outside of that timeframe; keeping in mind that responses will be provided during the schedule listed above. Please remember to use your Key Community (peers and mentors) and resources to problem solve before sending an email.

VII. Assignments

We will be using a combination of email and Canvas for this course; please check both regularly.

Title	Learning Outcomes	Description	Due Date
In-class attendance and participation	A: 1, 2, 3, 4, 5 B: 1, 2, 3, 4, 5 C: 1, 2, 3	See section V. Attendance & Participation in the syllabus	Fall semester (in-class)
1-on-1 meetings with assigned Key Mentor Abe/Rachel (3 total)	B: 1 C: 1, 2, 3	Meet with your assigned Key mentor 3 times in the fall semester; the first meeting must take place prior to September 7, 2016. Work with your mentor to schedule your 1-on-1s. Each mentor has their own system for signing up. Your attendance (showing up on time and on the date selected) and participation (actively engaging in the 1-on-1) will count toward your total grade for this assignment.	Fall semester (outside of class) - Meeting 1: prior to September 7 - Meeting 2: TBD - Meeting 3: TBD
1-on-1 meeting with Emily (1 total)	B: 1 C: 1, 2, 3	Meet with Emily one time in the fall semester. Emily will provide a google doc signup sheet for you to select a date and time. Your attendance (showing up on time and on the date selected) and participation (actively engaging in the 1-on-1) will count toward your total grade for this assignment.	Fall semester (outside of class)
Weekly local community/government article/video/blog/vlog review & written analysis and peer response on canvas (12 total)	A: 1, 2, 3, 4 B: 1, 2, 3, 4, 5 C: 1, 2	<p>A. Find an article/video/blog/vlog concerning local community/government (can be from Fort Collins, your hometown, future community you wish to live, abroad, etc.):</p> <ol style="list-style-type: none"> 1. Post the article/video/blog/vlog on Canvas 2. Write a 3-5 paragraph response. Reflections must include, and are not limited to, your thoughts around: <ul style="list-style-type: none"> o Why did you select it? o How does it relate to local community/government? o If applicable, how does it relate to experiences you have had in your hometown or Fort Collins? o What surprised you and/or what do you agree/disagree with? <p>B. Write a response to two other peer postings on Canvas</p> <ol style="list-style-type: none"> 1. Responses will be 2-4 paragraphs 2. Responses must be thoughtful and include, and are not limited to, your thoughts around: <ul style="list-style-type: none"> o What are your initial reactions to the topic your peers selected? o If applicable, how do the topics relate to experiences you have had in your hometown or Fort Collins? o What surprised you and/or what do you agree/disagree with? 	Sundays at 11:59pm: your article/video/blog/vlog post and response due Wednesdays at 2:00pm: responses to peer posts due
Weekly in-class quiz/activity on reading(s) (13 total)	A: 1, 2, 3, 4 B: 1, 2, 3, 4, 5 C: 1, 2	In each class there will be a quiz/activity related to the reading(s). You may only earn these points if you are present in class. Readings can be found on Canvas and will be made available after our Wednesday class. You will not be able to read ahead. We want you to be prepared for the following week's class and have the information fresh in your head.	Weekly in-class
Civic engagement activities and assignments (2 total)	A: 1, 2, 3, 4, 5 B: 1, 2, 3, 4, 5 C: 1, 2, 3	<p>A. Select two options from the list below:</p> <ol style="list-style-type: none"> 1. Attend a City Council meeting 2. Attend a City forum 3. Attend a City Boards and Commissions meeting 4. Attend a public open house on a City or non-profit program 5. Ride-along with Fort Collins Police Services 6. Ride-along with City's Code Compliance (see Emily) 7. Ride-along with City's Streets snow removal (see Ginny) 8. Ride-along with City's Building Inspection (see Ginny) 9. Volunteer for City's Adopt-a-Neighbor program 10. Volunteer for CSU Off-Campus Life's Fall Clean Up program 11. Design your own civic engagement experience. You must gain approval from Emily or Ginny prior to the selected experience. <p>(continued on next page)</p>	November 30 by 2:00pm

		<ul style="list-style-type: none"> o Please note some of these may require extra time for scheduling, background checks, etc. o Please note you must follow the specific guidelines and policies of the experience you have selected. Additionally, some of the options (such as a police ride-along) do not allow you to take pictures, use social media, record interactions, etc. Keep this information in mind when creating your assignment. o Only one volunteer experience will be graded for credit. Your second assignment should be a non-volunteer experience. Any additional volunteer experiences you are involved in can be submitted up until the last day of class, with a 2-page written reflection, for extra credit. o Many City projects can be found on the website: www.fcgov.com <p>B. After you have completed your experience you must submit on Canvas a final assignment by the due date.</p> <p>1. One of the final assignments will be you conducting an interview with the people/person involved in the experience you selected:</p> <ul style="list-style-type: none"> o You must include the list of questions (at least 5). o You must include highlights of the responses given. o You must include a reflection on the overall interview. o Everything included should be in MLA format, 3-5 pages, double spaced, 12 point font, 1 inch margins, Times New Roman. <p>2. For the other final assignment, please present the experience you had in a creative way. This could be a blog/vlog/poster, etc. This assignment may be turned in during class if you are unable to submit it on Canvas.</p>	
For the Love of Cities book (reading & paper)	A: 1, 2, 3, 4 B: 1, 2, 3, 4, 5 C: 1, 2	<p>A. Read Peter Kageyama's book <i>For the Love of Cities</i>.</p> <p>B. The book will be provided to you. You must check it out and sign it back in by the end of the semester. If you lose the book, you will be responsible for paying the cost of replacement. You will be issued an incomplete in the class until the book is handed in or paid for.</p> <p>C. Submit a draft paper to your assigned mentor, that is reflective and research based:</p> <p>1. Paper will be in MLA format, 3-5 pages, double spaced, 12 point font, 1 inch margins, Times New Roman.</p> <p>2. Paper will include four sections:</p> <ul style="list-style-type: none"> o Review of the book and its relevant research that helps us understand the specifics of engaging in local government. o Connection to our classroom discussions and to the articles/videos/blogs/vlogs you have been reflecting on throughout the semester. o How the book applies to the community/ies in which you grew up. o Conclusion on how you connect the book and research to the City of Fort Collins and your thoughts on how it will connect to future communities in which you may live. <p>D. After receiving feedback from your mentor and making updates, submit your final paper on Canvas by November 2 at 2:00pm.</p>	<p>October 12 by 2:00pm: Read the book and submit your draft paper</p> <p>October 26: Mentors will review your paper and return it</p> <p>November 2 by 2:00pm: Final paper due</p>
3 questions for City of Fort Collins leadership	A: 1, 2, 5 B: 1 C: 1, 2, 3	Submit three questions, on Canvas, you would like to ask the City of Fort Collins leadership.	November 2 by 2:00pm

Final research project & presentation	A: 1, 2, 3, 4, 5 B: 1, 2, 3, 4, 5 C: 1, 2	<p>Select a current city code/ordinance/policy in the City of Fort Collins:</p> <ol style="list-style-type: none"> 1. Research your selected code/ordinance/policy within the City of Fort Collins and how it compares to your hometown. 2. What are the code/ordinance/policy's strengths and weaknesses; pros and cons? 3. Interview one community member from both the City of Fort Collins and your hometown (may not be a peer/mentor/KEY instructor) and get their perspective on the code/ordinance/policy. How do they believe the code/ordinance/policy impacts them and the community? 4. Create a 1 – 2 page summary of your findings to hand in during class on December 7, including: <ul style="list-style-type: none"> o An introduction o The city code/ordinance/policy research you collected o The strengths and weaknesses; pros and cons o The community members perspectives o A conclusion 5. Create a 5 minute presentation of your findings that outlines the information you collected above. We encourage you to be creative with your presentation. 	<p>1 – 2 page summary due December 7 at 2:00pm</p> <p>Presentations will take place on December 7 & Finals week (specific dates to be assigned later in the semester)</p>
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VIII. Allocation of points for assignments

Points per individual assignment	Total Points	% of Grade	Assignment/Activity
4 / 6	140	14.0%	In-class attendance (4) and participation (6) (14 total)
25	75	7.5%	1-on-1 meetings with Key Mentor Abe/Rachel (3 total)
35	35	3.5%	1-on-1 meeting with Emily (1 total)
6 / 4	110	11.0%	Weekly local government article/video/blog/vlog review and written analysis (6) and peer response on canvas (4) (11 total)
5	65	6.5%	Weekly in-class quiz/activity on reading(s) (13 total)
100	200	20.0%	Civic engagement activities and written reflection (2 total)
50	50	5.0%	For the Love of Cities draft paper to mentors
100	100	10.0%	For the Love of Cities final paper
25	25	2.5%	3 questions for City of Fort Collins leadership
100/100	200	20.0%	Final research project and presentation
	1,000	100%	TOTAL POSSIBLE CUMULATIVE POINTS
10			Extra credit approved volunteer experience(s)

Total Points Earned	Grade
1000 – 900	A
899 – 800	B
799 – 700	C
699 – 600	D
600 or below	F

Note:

Grades will not be curved. For example, if you earn 899 points, you will be given a B for the course.

IX. Principles of Community

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

X. Academic Integrity

All work submitted in this course for a grade must be solely “yours” except where projects explicitly designate group work as the norm. Having another person proof your written assignments for errors in punctuation, spelling, grammar, and readability does not violate the spirit of our honor code in this course as this practice is expected in the professional workplace. Avoiding plagiarism is extremely important, and will not be tolerated in this course. For more information on how to avoid plagiarism and the CSU Honor Pledge, please visit: tilt.colostate.edu/integrity/faqs/what_are_rules.cfm.

XI. Accommodating Special Needs

Students who require special accommodations during travel, instruction or testing should first contact Resources for Disabled Students, 100 General Services, Fort Collins, CO 80523, (970) 491-6385 (V/TDD). Information about Resources for Disabled Students can be found online at rds.colostate.edu. We are happy to accommodate the specific needs of our students, provided the policies and procedures outlined by Resources for Disabled Students are followed. Please discuss your needs with your instructor *at the beginning of the semester* so that the requisite accommodations may be put in place. Failure to contact your instructor at the beginning of the semester will not justify retroactive grade changes.

XII. Colorado State Writing Center

Staff at the Writing Center are available to help students with writing assignments. The Writing Center is located in Eddy Hall, Room 6 and online at writing.colostate.edu. Contact someone at the Center if you are having trouble with written assignments.

XIII. Schedule (see next page for full schedule)

Most weeks of the semester, the class will take trips together throughout the Fort Collins community. Please be sure to check, prior to each week, where we are meeting to ensure you are reaching the weekly destination on time. Please ensure you have your CSUID on you each week as we will be using Transfort and your CSUID is your bus pass.

We reserve the right to modify this syllabus and schedule as the semester progresses. Please note that this course has a lot of moving parts; the schedule in this syllabus is tentative and we can almost guarantee that adjustments will be made over the course of the semester. Updates will be communicated via Canvas by at least 12:00pm on the Monday before our Wednesday class.

Week	Date	Topic	Due	Location & Transportation details
1	8/24	Local Government	Reading 1: <i>Could these 3 ideas reshape governance?</i>	CSU Aylesworth C106
2	8/31	Community Development & Neighborhood Services	Reading 2 CANCELLED: Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Saturday, August 27 at 11:59pm) and peer response on canvas	Ride MAX from University Station to Downtown Transit Center Conference rooms A&B 281 N. College
3	9/7	Communication & Public Involvement Office	Reading 3 Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Saturday, September 3 at 11:59pm) and peer response on canvas	Ride MAX from University Station to Downtown Transit Center Community Room 215 N. Mason
4	9/14	<ul style="list-style-type: none"> ▪ Transportation ▪ Traffic Operations 	Reading 4 Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Saturday, September 10 at 11:59pm) and peer response on canvas	TBD
5	9/21	Review	Reading 5 Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Saturday, September 17 at 11:59pm) and peer response on canvas	CSU Aylesworth C106
6	9/28	<ul style="list-style-type: none"> ▪ Finance & Budgeting ▪ Natural Areas 	Reading 6 Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Sunday, September 25 at 11:59pm) and peer response on canvas	Start: CSU Aylesworth C106 End: Senior Center 1200 Raintree Dr.
7	10/5	Fort Collins Police Services	Reading 7 Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Sunday, October 2 at 11:59pm) and peer response on canvas	Ride 2:15pm Transfort Bus #7 from CSU Transit Center to Drake/Timberline (stop is west of Timberline) Fort Collins Police Services 2221 S. Timberline Rd.
8	10/12	Review	For the Love of Cities book and draft paper to mentor Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Sunday, October 9 at 11:59pm) and peer response on canvas Maybe this is a class we invite in PHIL 103 profs – discussion – overlap?	CSU Aylesworth C106
9	10/19	Utilities	Reading 8 Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Sunday, October 16 at 11:59pm) and peer response on canvas	North side of the LSC – just east of the CSU Transit Center We will be taking 3 – 12 passenger vans

Week	Date	Topic	Due	Location & Transportation details
10	10/26	<ul style="list-style-type: none"> ▪ Parks & Trails ▪ Gardens ▪ Forestry 	<p>Reading 9</p> <p>Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Sunday, October 23 at 11:59pm) and peer response on canvas</p>	Ride Around the Horn south from CSU Transit Center to Botanical stop Gardens on Spring Creek 2145 Centre Ave.
11	11/2	Poudre Fire Authority	<p>Reading 10</p> <p>For the Love of Cities final paper</p> <p>Canvas: Three questions you would like to ask the City of Fort Collins leadership.</p> <p>Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Sunday, October 30 at 11:59pm) and peer response on canvas</p>	<p>CSU Aylesworth C106</p> <p>Followed by a trip to Station 2 at City Park</p>
12	11/9	City Leadership	<p>Reading 11</p> <p>Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Sunday, November 6 at 11:59pm) and peer response on canvas</p>	Ride MAX from University Station to Downtown Transit Center Operations Services training room 300 LaPorte Ave.; Building B
13	11/16	<ul style="list-style-type: none"> ▪ Sustainability Services ▪ Cultural Services 	<p>Reading 12</p> <p>Canvas: Weekly local community/government article/video/blog/vlog review & written analysis (by Sunday, November 13 at 11:59pm) and peer response on canvas</p>	Ride MAX from University Station to Downtown Transit Center Colorado River Room 222 LaPorte Ave.
	11/23	No Class – Fall Break		
14	11/30	Design Our Own Adventure	<p>Reading 13</p> <p>Civic engagement activities and assignments (2 total)</p> <p>Final research project</p>	TBD
15	12/7	Final Presentations	Final research presentations	CSU Aylesworth C106
16	Finals Week	Final Presentations	Final research presentations	TBD

Spring 2017 CityWorksEDU: Campus, Cities & Civic Engagement

Instructor Emily Allen emily.allen@colostate.edu (970) 491-6707 274 Lory Student Center Office Hours: Email to schedule a time	Instructor Ginny Sawyer gsawyer@fcgov.com (970) 224-6094	Key Mentor Abe Mergia abenezermergia@gmail.com (970) 889-4040	Key Mentor Rachel Navratil rachnav@rams.colostate.edu (720) 448-4970
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I. Course Summary

This course builds upon the fall semester and further explores different roles and functions of local government and community engagement. This course will take a deeper dive into how you, as a citizen in Fort Collins, can participate in the community through relationship building, positive communication with others, and participation in local activities. This course is designed to enhance practical knowledge and skills, allowing you to maximize your experience while living in the Fort Collins community.

II. Learning outcomes

As a result of this course, students will demonstrate knowledge in the following categories:

A. Local Government

1. Have knowledge of local government structure and function.
2. Explore ways in which local government can impact daily life.
3. Define and articulate purpose and function of various departments and service areas within a city.
4. Demonstrate the ability to engage with local government.

B. Citizenship and Civic Engagement

1. Demonstrate an openness to diversity and an appreciation of the importance of different perspectives.
2. Explain the importance of public engagement and participation in the Fort Collins community.
3. Justify the duties a citizen holds in relation to the success of their community.
4. Demonstrate ability to utilize at least three city resources.

C. General

1. Demonstrate effective communication skills through class discussions and written assignments.
2. Develop and practice critical and creative thinking skills.
3. Foster a sense of community pride and support through relationship building.

III. Required Texts

- a. Required articles/videos will be made available on Canvas

IV. Attendance & Participation

This course is a mixture of lecture, discussion, and interactive learning, therefore it is imperative that students attend and be prepared for each class. We expect students come to class ready to contribute from an informed perspective based on having engaged with and completed the pre-class materials (readings, videos, etc.).

- a. Physical attendance is the basic pre-requisite for how you will be graded in attendance. This includes arriving on time and having read the required readings. Not only will physical attendance be recorded weekly, but how you engage and participate in each class will go towards your final grade. Attendance and participation will count for a total of 3 possible points per class period. 0 – did not attend/and/or did not participate the majority of class (looking at electronics, side conversations, etc.); 1 – limited participation for a part of the class (looking at electronics, side conversations, etc.); 2 – average participation (did not speak but was attentive, etc.); 3 – above average participation (clearly engaged, spoke/asked questions, no use of electronics, no side conversation).
- b. We do recognize that situations arise that make it impossible for you to be present each time class meets. If you must miss class, **you must let Emily know by email before class**. We expect you will contact a classmate to discuss what transpired during class, including announcements, activities and discussions. You are allowed one excused absence a semester. An excused absence is **approved by Emily only** – if you do not hear from Emily you will receive a 0 for attendance and participation for the missed class. If you have more than one absence and/or are late to class 2 times or more you will receive 0 points for attendance and participation each subsequent time.
- c. Make up work will only be allowed in special, documented circumstances. Assignments that are turned in late will be penalized 10% of points possible per calendar day they are late. Make up assignments, quizzes, and in-class work will be permitted *only* in certain special, *documented* circumstances such as medical emergencies or *documented official* University sanctioned events. In case of such circumstances, **you must contact Emily before** the assignment is due and include proper documentation of the reason for the absence. *ALL documented excuses and work submitted by email must receive a response email from Emily.*
- d. Cell phones interrupt positive, face-to-face interactions. Please disconnect yourself from your phone prior to entering class. Please do not make or answer any phone calls or text message in the classroom. If you are caught texting during class, the instructor will most likely ask you to leave class, thus affecting your participation grade. If you believe you will be receiving an important phone call or text during class time, please inform one of the instructors before class starts and excuse yourself from the classroom if needed.

V. Email policy

Emails with questions regarding assignments will not be responded to within 24-hours of the assignment deadline. Emails regarding the course will be answered between 8:00am – 5:00pm (MST) Monday through Friday. Additionally, emails will not be answered during recognized University Holidays and scheduled instructor vacation time. You may email outside of that timeframe; keeping in mind that responses will be provided during the schedule listed above. Please remember to use your Key Community (peers and mentors) and resources to problem solve before sending an email to an instructor.

VI. Schedule

Most weeks of the semester, the class will be located in Shepardson 102. Please be sure to check, prior to each week, where we are meeting to ensure you are reaching the weekly destination on time. Please have your CSUID on you each week, as it serves as your bus pass on Transfort.

Week	Date	Location	Topic	Assignment Due
1	1/19	Shepardson 102	Spring overview Conflict Resolution skills	n/a
2	1/26	Shepardson 102	The importance of civic engagement and good neighboring – part I	Canvas response to Week 1 class and peer posts
3	2/2	Shepardson 102	The importance of civic engagement and good neighboring – part II	Canvas response to Week 2 class and peer posts
4	2/9	Shepardson 102	FC Volunteer	Canvas response to Week 3 class and peer posts
5	2/16	Shepardson 102	Rams Around the Fort	Canvas response to Week 4 class and peer posts
6	2/23	Shepardson 102	FC Bikes – Bicycle Friendly Driver Training	Canvas response to Week 5 class and peer posts
7	3/2	MAX/University Station	Transfort – Travel Training	Canvas response to Week 6 class and peer posts
8	3/9	Shepardson 102	Closing class	Canvas response to Week 7 class and peer posts Civic Engagement activity and reflection City of Fort Collins Scavenger Hunt

VII. Assignments

We will be using Canvas for this course; please check it regularly.

Title	Description	Due Date
Attendance & participation (8 total)	See section IV. Attendance & Participation in the syllabus	Weekly
1-on-1 meetings with assigned Key Mentor (2 total)	Meet with your Key mentor (Rachel or Abe) two times before the end of the 8 week class. Work with your mentor to schedule your 1-on-1s; each has their own system for signing up. Your attendance (showing up on time and on the date selected) and participation (actively engaging in the 1-on-1) will count toward your total grade for this assignment.	March 9 by 3:00pm
Weekly canvas response to class discussion/ assigned article/ video (7 total)	<p>A. Each week 3-4 people will be responsible for starting a discussion on the previous class discussion and assigned article/video (when applicable). The written responses should be a minimum of 10 sentences and include, and are not limited to:</p> <ol style="list-style-type: none"> 1. What did you learn from the class/article/video? 2. How will you apply what you learned while living in Fort Collins or future communities? 3. How will you share the information you learned with others? 4. Pose a question to your peers to respond to. <p>B. Each week, those who are not assigned to start a discussion, will respond to two of the peer postings on Canvas (minimum of 5 sentences). Responses must be thoughtful and respectful and address the question posed by the peer and provide other thoughts that can address the questions listed above. For those who are the lead for the week – you will still respond to two of the other lead posts.</p>	<p>Sunday's at 11:59pm: Assigned weekly lead starting discussion.</p> <p>Thursday's at 3:00pm: response to 2 different peer posts</p>
	<p>C. Weekly discussion leads:</p> <ol style="list-style-type: none"> 1. Week 1 <ul style="list-style-type: none"> ▪ Mamadou ▪ Sean ▪ Jacob ▪ Mireya 2. Week 2 <ul style="list-style-type: none"> ▪ Casey ▪ Adam ▪ Marilyn ▪ Jordan W. 3. Week 3 <ul style="list-style-type: none"> ▪ Julie ▪ Megan ▪ Mayra ▪ Luke 4. Week 4 <ul style="list-style-type: none"> ▪ Alan ▪ Marisol ▪ Zay 5. Week 5 <ul style="list-style-type: none"> ▪ Josh ▪ Natalie ▪ Jonathan 6. Week 6 <ul style="list-style-type: none"> ▪ Blake ▪ Jesus ▪ Monica 7. Week 7 <ul style="list-style-type: none"> ▪ Peter ▪ Angela ▪ Vy 	

<p>Civic engagement project (1 total)</p>	<p>A. Volunteer for a City of Fort Collins program www.fcgov.com/volunteer/</p> <p>B. – or – design your own City of Fort Collins civic engagement experience. Any volunteer experience must be within the City and can be with a local non-profit organization. You must gain approval, in writing (email), from Emily prior to the selected experience.</p> <p>C. Considerations:</p> <ol style="list-style-type: none"> 1. Please note that an activity you select may require extra time for scheduling, background checks, etc. 2. You must follow the specific guidelines and policies of the experience you have selected. <p>D. After you have completed your experience you must submit a three page (minimum) written reflection (Microsoft Word or PDF document) on Canvas. Reflections must include, and are not limited to:</p> <ol style="list-style-type: none"> 1. What was your volunteer experience? 2. What did you enjoy about your experience? 3. What did you learn from your experience? 4. Will you continue to volunteer for the department/organization? Why or why not? 5. What are your overall thoughts on volunteering in the community in which you live? 6. How will you continue to stay actively engaged in the community in which you live? 7. How will you get others to engage in their communities? 	<p>March 9 by 3:00pm</p>
<p>City of Fort Collins Scavenger Hunt (1 total)</p>	<p>A. Scavenger hunt rules:</p> <ol style="list-style-type: none"> 1. Have fun, be creative and enjoy seeing more of the City! 2. You can work on a team of no more than 4 total people – email Emily ahead of time with the names of those on the team. 3. If you are on a team – ALL team members must be present at each place (no dividing up) and in the photo taken. 4. You can go in whatever order you want. 5. Submit your final results on Canvas in a PDF document. One document can be submitted for the team under one person on Canvas – be sure to include all team member names. <p>B. The game:</p> <ol style="list-style-type: none"> 1. Take a selfie with a: <ol style="list-style-type: none"> a. City Hall staff member (300 LaPorte Ave.) b. City staff member working out in the community (not Transfort or Police) c. Transfort driver (a bus other than the MAX). A picture of the bus vs. a selfie with the driver works d. Fort Collins Police Officer <ul style="list-style-type: none"> ○ Along with the picture, provide the responses you receive when asking them the following questions: ○ Name ○ Position/rank ○ How long they have been with the City ○ Their favorite part about their job ○ The toughest part of their job ○ What has been their experience with CSU students ○ What can I/we do as students to make Fort Collins a better City. ○ Note: a thank you for their service is always appreciated. 2. Find 3 different art in public places (www.fcgov.com/artspublic/) and take a creative selfie. You must use different examples – for instance, you cannot do 3 painted pianos. All examples must be off campus and out in the community – not CSU. 3. Explore a natural area (www.fcgov.com/naturalareas/) and snap a picture of your time out in the space and let us know where you were. 	<p>March 9 by 3:00pm</p>

VIII. Grading

Points per individual assignment	Total Points	% of Grade	Assignment/Activity
3	24	12%	Attendance and participation (8 total)
10	20	10%	1-on-1 meetings with assigned Key Mentor (2 total)
5	35	17.5%	Weekly Canvas postings (7 total)
61	61	30.5%	Civic engagement project
60	60	30%	City of Fort Collins scavenger hunt
	200	100%	TOTAL POSSIBLE CUMULATIVE POINTS

Total Points Earned	Grade
200 – 180	A
179 – 160	B
159 – 140	C
139 – 120	D
119 or below	F

Note:

Grades will not be curved. For example, if you earn 179 points, you will be given a B for the course.

IX. Colorado State Writing Center

Staff at the Writing Center are available to help students with writing assignments. The Writing Center is located in Eddy Hall, Room 6 and online at writing.colostate.edu. Contact someone at the Center if you are having trouble with written assignments.

X. Academic Integrity

All work submitted in this course for a grade must be solely “yours” except where projects explicitly designate group work as the norm. Having another person proof your written assignments for errors in punctuation, spelling, grammar, and readability does not violate the spirit of our honor code in this course as this practice is expected in the professional workplace. Avoiding plagiarism is extremely important, and will not be tolerated in this course. For more information on how to avoid plagiarism and the CSU Honor Pledge, please visit: tilt.colostate.edu/integrity/faqs/what_are_rules.cfm.

XI. Accommodating Special Needs

Students who require special accommodations during travel, instruction or testing should first contact Resources for Disabled Students, 100 General Services, Fort Collins, CO 80523, (970) 491-6385 (V/TDD). Information about Resources for Disabled Students can be found online at rds.colostate.edu. We are happy to accommodate the specific needs of our students, provided the policies and procedures outlined by Resources for Disabled Students are followed. Please discuss your needs Emily *at the beginning of the semester* so that the requisite accommodations may be put in place. Failure to contact Emily at the beginning of the semester will not justify retroactive grade changes.

XII. Principles of Community

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

XIII. Non-Discrimination Statement

Colorado State University does not discriminate on the basis of race, age, color, religion, national origin, gender, disability, sexual orientation, veteran status or disability. If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, (970) 491-7165
- Office of Equal Opportunity, 101 Student Services, (970) 491-5836

XIV. A note about Interpersonal Violence

If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As an instructor I am required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: (970) 492-4242.

We reserve the right to modify this syllabus and schedule as the semester progresses. Please note that this course has a lot of moving parts; the schedule in this syllabus is tentative and we can almost guarantee that adjustments will be made over the course of the semester. Updates will be communicated via Canvas.

