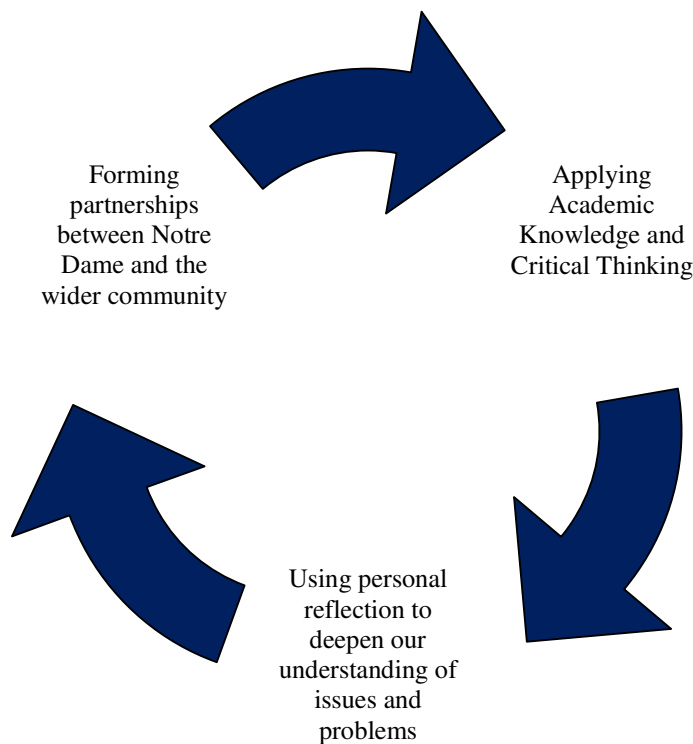




**School of Arts and Sciences
Fremantle Campus**

JS 317 Social Justice, Service Learning and Community Engagement

Student Handbook



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1. INTRODUCTION

JS 317 is a second and third-year unit within the Bachelor of Arts program.

This unit is designed to introduce students to the concepts and practice of service learning. It enables students to put into practice those values, beliefs and concepts which are emphasised in the course of academic study. Service learning provokes personal development, and 'experiential learning' - in this case through experiencing and learning from the very act of 'service'. Service is a rich concept but might be expressed via 'shorthand' as 'assisting others relatively selflessly'.

Service learning, should be conducted in the context of an appropriate conceptual and value framework. This will influence each student's understanding of how our community approaches endemic, seemingly intractable social problems and phenomena such as the lack of opportunities for marginalised groups, cultures of disadvantage, and disconnection between individuals on the basis of race, religion or class.

The service learning placements within this unit involves collaboration between The University of Notre Dame Australia, the Edmund Rice Institute for Social Justice and organisations within the wider community. During this unit, students will be required to complete a minimum of (40 hours) in a placement, which will be specifically identified to provide the student with meaningful outcomes. Pre-Medicine Certificate students will be placed by Associate Professor Elizabeth Mortley from the School of Medicine, whilst all other students will be placed by staff of the Edmund Rice Institute for Social Justice under the direction of ERISJ Director Mr David Freeman.

In addition, students will be required to attend weekly lectures/seminars that provide the appropriate framework around service learning. This will assist in understanding the wider contextual issues of social justice and community participation. Assessment within this course is designed to complement the service learning experience, and to enable students to display their knowledge of the benefits and outcomes of service learning. There is no exam.

2. PRINCIPLES OF SERVICE-LEARNING

This service-learning experience will be guided by the following principles which state that an effective program:¹

- engages people in responsible and challenging actions for the common good;
- provides structured opportunities for people to reflect critically on their service experience;
- articulates clear service and learning goals for everyone involved;
- allows for those with needs to define those needs;
- clarifies the responsibilities of each person and organization involved;

¹ Honnet, E.P., & Poulen. S.J. (1989). Principles of good practice for combining service and learning (A Wingspread Special Report. Racine, WI: The Johnson Foundation.)

- matches service providers and service needs through a process that recognizes changing circumstances;
- expects genuine, active, and sustained organizational commitment;
- includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals;
- ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved; and
- is committed to program participation by and with diverse populations.

3. THE BENEFITS OF SERVICE LEARNING

Notre Dame has a strong commitment to community service. This unit embodies that commitment, seeking to act as a model for encouraging student learning and active participation through thoughtfully organized service conducted within, and that meets the needs of, our local community.

Service learning helps foster civic responsibility. When fully integrated, it enhances the academic and educational components of the course in which the participants are enrolled. Importantly, it also consists of structured time for students or participants to reflect on the service experience.

Service-learning is more than purely community service or volunteering. Through this process, students are encouraged to enhance their skills whilst making a constructive contribution to the community. Students will go beyond the classroom to work directly with the community, thereby accessing a range of views, beliefs, ideas and opinions that are not fully incorporated into the traditional university experience.

Service-learning enhances students' academic skills, communication, team-building, and critical-thinking. It builds student self-esteem, and develops a sense of responsibility for decision-making.

4. OUTCOMES

Service learning is effective when undertaken with specific learning outcomes in mind. If these outcomes are fully understood and supported by both the students and their host, the learning environment should be much more conducive to achieving them. Each student is encouraged to negotiate specific learning objectives with the placement co-ordinator and their host. To assist this process, some broad objectives are outlined here.

4.1 Academic and Social Awareness Outcomes for Students

- Course-specific learning in a community setting;
- Understanding of the importance of personal integrity and ethical conduct;
- Sensitivity to issues of culture and diversity;

- Ability to identify community needs and resources;
- Awareness of social responsibility and active citizenship;
- Recognition of the value of using career skills to address community needs through civic engagement opportunities;
- A deeper understanding of relevant subject matter;
- Understanding the complexity of social problems;
- Applying class material to real problems;
- Knowledge of the specific skills needed in the community;
- Knowledge of community agencies;
- Developing natural curiosity about a wider variety of issues;
- Connecting personal experience and people's lives together;
- Developing new perspectives on social issues;
- Enhancing problem analysis abilities;
- Increased sense of importance of social justice;
- Shift in understanding of the origins of personal and social problems;
- Developing awareness of public policy and its strengths and weaknesses;
- Transforming the personal perspectives of individuals; and
- Cognitive development.

4.2 Outcomes for the placement host²

- Play a role in educating and training future community leaders;
- Form new partnerships between Notre Dame and other institutions committed to Social Justice;
- Convey their organisations' aims and goals to more members of the wider community;
- Develop or enhance supervisory skills of host personnel;
- Incorporate a range of new ideas and insights which arise during the placement, including innovative ways of solving local problems
- Undertake service activities which might not have otherwise been done.
- Assist in meeting the agency's pressing roles and tasks.

4.3 Outcomes for the University

- To balance academic requirements with relevant, practical, real world experience within an academic course;
- Host feedback on students' performance provides opportunities to evaluate the relevance of individual units and perhaps even entire programs;
- Ongoing contact between University staff and host personnel permits valuable networking and feedback on programs and/organisational needs. In this way, the University can ensure that its programs are meeting student and community needs, and bridging gaps between theory and practice; and

² There is provision for agencies to comment on the outcomes of their placement in Appendix C. This will be an entirely voluntary process. Alternatively, agencies may choose to provide direct feedback to the Placement Coordinator or Unit Coordinator.

- Additional teaching tools to bring about greater learning outcomes for students in the classroom.

5. ARRANGING PLACEMENTS

5.1 Factors influencing the organisation you are placed with

Arranging your Placement is simultaneously a simple and complex matter. It is simple in that there are only a few steps; they are straightforward and should work smoothly enough. Yet, placement can also be complex insofar as a few variables need be juggled, and there is always some potential for misunderstanding. To circumvent this, the University indicates these complexities from the outset, flags the consequent flexibility and generous spirit required of students and spells out the process and sequence of procedures most likely to satisfy all parties. These are some of the factors involved:

Naturally, your preferences matter;

A capacity for coherence and continuity with the academic component of the course means that organisations whose mission is consistent with, or overlaps, major themes of the course are preferable from the University's viewpoint. Your thoughts will be less scattered as a result; you will arrive in an agency with pertinent preparation and pre-reading under your belt, and you will find it easier to complete assignments that require you to integrate the placement with your reading and lectures;

Finding Perth-based organisations whose mission is suitable for a service learning/social justice placement from undergraduate students, who currently have one or more vacancies and who will take on students in the belief they have community service obligations to do so or the value of the student's work will outweigh the time commitment of their staff supervisor/mentors;

You should be aware that many NGO's have reservations about accepting such placements, believing they create more work than they solve, and that undergraduates can be over-pampered, an unwittingly embarrassment to the agency and sometimes prone to an arrogance born out of naivety. Many agencies have had disturbing experiences of volunteers, and sometimes undergraduates in particular. You should not be put off by this, or approach the agency with any trepidation; rather, be aware of your responsibilities and they will have no problem with you if you are humble, warm, decent, hard-working, and keen to learn and grow;

Some of the most interesting and cutting-edge social justice work requires such psychological and cultural sensitivity that some agencies believe it would be irresponsible of them to either expose clients to undergraduates, or vice versa;

The 'most popular' categories of placement in service learning and social justice work vary and are affected by what dominates the prevailing 'zeitgeist' (spirit of the times). For example, it is likely that many students will wish to be placed with pro-environment organisations; this would have been unlikely in a service learning placement in 1950. It may

be that there is a 'run' on some kinds of organisations and more demand than these agencies can cater for. You may end up in a category of organisation you had not requested or expected; we ask you to approach this with an open mind, receptive to being surprisingly engaged by the agency's work.

For all of these reasons, your preferences matter to us – but cannot solely determine the category of organisation you are placed with. Your acceptance into the course is premised on you accepting that you may not necessarily be allocated to your first or second-choice agency.

5.2 Placement logistics and sequence

Dr Suma Kaare from the Edmund Rice Institute for Social Justice will organise the majority of student placements, with Pre-Medicine course students to be assisted by Associate Professor Elizabeth Mortley from the School of Medicine.

We recognise that some students may already have contacts within an agency that can assist them to obtain a placement. That is permissible, provided you have not previously worked there as a volunteer or employee, and do not have a relative or close friend in a senior position in the agency. We want this to be a new experience for you, one that pushes your 'comfort zone' so that you exit the Semester exhilarated by your own growth;

You should email the Unit Coordinator, Dr Martin Drum, ASAP to indicate the category of agency focus you wish to be placed in, and whether you propose to organise the placement your self and desire the ERISJ to do so. Choose from these categories, or suggest another:

- Environment
- Developing Nations and the Millennium Development Goals
- Aboriginal (you must demonstrate prior experience in this field if seeking placement, given its many sensitivities and traumas, and need for cultural understanding)
- Practical assistance/welfare rights (food, shelter, clothing, medical, legal, income)
- Trauma and post-trauma
- Refugees and asylum seekers
- Legal and Constitutional Rights and Reform
- Women's Rights
- Rights of Persons with a Disability
- Other: please indicate.

If you have a particular agency in mind within this category, please indicate that also. Please also inform Dr Drum of your suburb of residence, your mode of transport (train, bus, private car, bicycle), any childcare responsibilities you have and hence impact upon available hours, and any physical or mental health problems. This will also influence the placement. Ideally, we will obtain a category of focus of your choice, without excessive travel for you. Finally, indicate your preferred days and times, flagging your other classes and any paid employment. You might indicate whether there is flexibility from any part-time employer you have, or if it would cost you your job to not comply with their expectations of your presence. Bear in mind, please, that all of this is quite a substantial order; the agencies in

question are invariably staffed by stressed, overworked personnel who will believe they are helping you out – so you may need to 'tweak' your life to their requirements (days and times).

Dr Drum will then convey this information to the ERISJ, who will immediately seek proceed to organise placements. The sooner you communicate this information to Dr Drum, the greater the prospects of obtaining a placement consistent with your preferred outcome.

In order to identify placements which will best meet the needs of the students concerned, the placement coordinator will consult with the student and potential host.

Students should submit a Student Placement Declaration (Appendix A) and the Learning Contract (Appendix B) to the placement coordinator as soon as possible, and certainly by the end of your first week of the placement. The Learning Contract will also form a part of your final report, so keep a copy for yourself.

6. PROFESSIONAL CONDUCT

During their placements, students are expected to conduct themselves in a manner which is acceptable to the host and the University. Students must be very sensitive to the ethical and professional imperative of confidentiality, and all students must sign an agreement confirming their commitment to professional standards (Appendix A). During their placements, students are registered with the University and covered by the University's Student Accident insurance policy.

Students can make the most of this learning experience if they are:

- Open and receptive to the learning experience;
- Prepared to actively research the aims, vision and role of the agency's work within the community;
- Accept and respect the agency by attempting to understand its purpose, function and constraints without making too many assumptions or being overly critical;
- Willing to expose themselves and their work to critical feedback; and
- Able to transfer their learning from the classroom to the real world experience of the placement and make connections between theory and practice.

7. WORK HABITS

Students should take their placements very seriously, and conduct themselves in the manner of a paid professional. Although you will not be receiving money for your services, you are receiving enormous experience: Academic credit, experience in the sector, exposure to a relevant agency, the expertise of your supervisor, and a highly valued experience within a professional resume. These are tangible benefits toward achieving both your educational and vocational goals.

There are real costs to the organisation providing the placement. They may need to find you a desk and a computer; there are administrative costs, and your supervisor will spend a number of hours filling you in on background to the organisation and guiding you through

your project. It is to be hoped that the value of your services will more than offset the costs to the organisation.

Be scrupulous about maintaining excellent work habits. Strive always to be on time, and to meet your agreed hours each week. If you cannot be present for your regular hours, notify the agency as early as possible. Remember, you are an ambassador for the University of Notre Dame in general and for the Arts program in particular.

8. WEEKLY SEMINARS

In addition to your placement hours you are required to attend one two hour compulsory seminar per week, where there will be one hour of academic content, followed by one hour of reflective discussion. Attendance at both hours of each weekly seminar is essential to pass this course. For this reason, attendance will be taken very seriously.

The School of Arts and Sciences requires a **minimum 85% attendance** at seminars for students to meet unit outcomes. A student who is absent from a unit without the approval of the Lecturer for more than 15 per cent of its scheduled tutorials or workshops or any other teaching period outlined in the unit outline **will** receive a **reduction in grade** or a **Fail (F) grade** for the unit.

If you are unable to attend a tutorial, you **must** contact the unit coordinator **PRIOR** to the commencement of class. If your absence is due to illness, a medical certificate must be presented to the unit lecturer as soon as possible, especially in the cases where participation is assessed. Absences from tutorials or workshops do not excuse students from completing the required work.

Aside from showing up, students are requested to:

- show respect to the lecturer and your fellow students by being on time to class and prompt when coming back from breaks, and
- participate by contributing to discussion thoughtfully and constructively.

The seminars will be held weekly on Wednesday afternoons, commencing at 4:30pm.

8.1 Outline of Weekly Seminars

| WEEK | DATE | LECTURE TOPIC |
|---------------------------|-------------|---|
| 1 | 25 February | Course Introduction (Martin Drum, Tom Gannon) |
| 2 | 4 March | Catholic Social Teaching: A work site, always in progress (Peter Black) |
| 3 | 11 March | The Human Person: All social life is an expression of this unmistakable protagonist (Peter Black) |
| 4 | 18 March | The Family: The vital cell of society leading to community and participation (Peter Black) |
| 5 | 25 March | Education as the basis for social equality (Shane Lavery) |
| 6 | 1 April | The role of health in facilitating community participation (Duane Pennebaker) |
| 7 | 8 April | The impact of Urban Planning on accessibility (TBA) |
| MID SEMESTER BREAK | | |
| 8 | 22 April | Public Policy: alleviating or facilitating disadvantage? (Martin Drum) |
| 9 | 29 April | The importance of Community Participation in the Business Sector (Caterina Crucitti) |
| 10 | 6 May | Social Justice and Environmental Sustainability (Suma Kaare) |
| 11 | 13 May | Using technology to overcome disadvantage (Daniel Baldino) |
| 12 | 20 May | Social Justice in Law (Jane Power) |
| 13 | 27 May | Making the most of our service learning experience – what can we take forward? (Martin Drum) |

8.2 Discussion topics for Weekly Seminars

Four major themes that will be explored during this unit are:

- International human rights;
- Principles of Catholic Social Teaching;
- Community Development; and
- Globalisation.

These themes will in turn allow the class to explore how every aspect of our society - business, the environment, governance, planning and the urban environment, religion, education, health and law outcomes - can exacerbate or alleviate social disparities.

There are compulsory readings for all seminars in this course. They will be made available on blackboard ahead of each seminar. Students are expected to have completed all required reading in order to participate fully in the seminars. If you are having trouble accessing blackboard, contact the unit coordinator, Dr Martin Drum.

Week 1: What is Service Learning?

This week students will be introduced to the concept of service learning and why it is such an important concept to the mission of Notre Dame University. Students will be challenged to think about ways in which they can make a meaningful difference in the future environment they work in, and learn themselves through the process.

Week 2: Catholic Social Teaching: A work site, always in progress

Action on behalf of justice and participation in the transformation of the world fully appear to us as a constitutive dimension of the preaching of the Gospel, or, in other words, of the Church's mission for the redemption of the human race and its liberation from every oppressive situation. (Justice in the World, 1971 Synod)

Week 3: The Human Person: All social life is an expression of this unmistakable protagonist

The person is sacred, made in the image of God.

“To rediscover and make others rediscover the inviolable dignity of every human person makes up an essential task, in a certain sense, the central and unifying task of the service which the Church, and the lay faithful in her, are called to render to the human family.”

(John Paul II, *Christifideles Laici*, # 37.)

Week 4: The Family: The vital cell of society leading to community and participation

It is in the home where one learns to truly live, to value life and health, liberty and peace, justice and truth, work, concord and respect. The family is an indispensable base for society and for peoples. The family occupies a primary place in the education of the person. It is a true school of humanity and perennial values. No one has given being to himself. We have received life from others, which is developed and matured with the truths and values that we learn in relation and communion with the rest of the family. “It Is in the Home Where One Learns to Truly Live” VATICAN CITY, JAN. 19, 2009

Week 5: Education as the basis for social equality

Education is the mechanism which should ensure that everyone receives the opportunity to fully contribute to our society. But is everyone receiving the same educational opportunities? If not, how can a lack of education impact on equity within our society. What does Catholic Social Teaching have to say about the role of Education in resolving issues of social justice?

Week 6: The role of health in facilitating community participation

Keeping people healthy is frequently highlighted as a key to productivity in the workforce and lifting society's human capital. In pursuing health outcomes, special focus is needed on

the impact of poor health on participation in community and society. There are strong links between poor health levels and aspects of disadvantage. What are the health implications when the Federal Government talks about the “closing the gap” between White and Indigenous Australia?

Week 7: The impact of Urban Planning on accessibility

Most of us are a product of our own environment. Urban planners today maintain that a key to creating links within the community lies in giving citizens the public space they need to connect with each other. This means public infrastructure, such as parks, playgrounds, libraries, community centres play an important role. Access to transport and public services is central to addressing issues of social justice and should form part of our assessment of good and bad planning outcomes.

Week 8: Public Policy: alleviating or facilitating disadvantage?

Our governments often claim that they have programs in place to reduce social inequity. They introduce social policies which seek to alleviate injustice and address its symptoms such as poverty and homelessness. But are these programs having the impact that they should? Much of the challenge of public policy lies in ensuring it generates practical and meaningful outcomes, and reassessing its goals on a regular basis.

Week 9: The importance of Community Participation in the Business Sector

Businesses have long talked of “corporate social responsibility” - but does this happen in practice? The contributions made by business to the community should be judged not merely via monetary sums, but rather the nature and purpose of business and its interventions. Included in this discussion will be recent moves by high-profile businesses to employ more indigenous people in their organisations, and the likely impact of such initiatives.

Week 10: Social Justice and Environmental Sustainability

Most of us would have some knowledge of the challenges being posed to our society by climate change and our unsustainable levels of resource consumption. But we should also consider the likelihood that changes to our natural environment will exacerbate existing disparities in our society. In particular, these challenges will impact most heavily on lower socio-economic groups, who will face higher charges for basic services such as power, water, and communications. We should consider whether practical, realistic steps can be taken at a local level to address this.

Week 11: Using technology to overcome disadvantage

Today’s society is still in the midst of an information technology revolution, which has dramatically diversified the ways in which we can communicate with one another. Some technologies such as television and text messaging have been accused of reducing basic oral and verbal communication skills. Technology does, however, have the ability to empower individuals with the ability to reach greater audiences and to discuss a greater variety of issues on a frequent basis. It also has the ability to allow users to form groups which can take action to change social and community attitudes. Most groups in the Non-Government sector today rely heavily on online presences to generate awareness and enthusiasm for their causes.

Week 12: Social Justice in Law

As a principle, most of us would argue that we are all equal under the law. But is this truly the case today, given that going through the courts is an expensive and time-consuming process? More importantly, do our laws give protection to the issues at the heart of social justice, such as equity and the protection of societies' most vulnerable groups? How are international human rights addressed through legislation in Australia given that we do not have a Bill of Rights?

Week 13: Making the most of our service learning experience – what can we take forward?

In the final week we take time to consider what we have learned in this course, through the academic content, our active participation within our placements, and our reflection on our experiences. The emphasis will be on exploring ways by which we can continue to contribute in our community in the future.

9. REFLECTIVE DISCUSSION

Contemporary society is slowly emerging from a mindset that “seeks to build a system so perfect that people don’t need to be.” The second hour of our two-hour seminar will consist of an open and structured discussion which will enable students to reflect on their experiences and how they are enhancing their understanding of social justice issues through their placements. Our reflective sessions will aim at exploring the human side of social justice, and what “virtues” are at work. Communities and organisations will never approach perfection without the people who make them up striving to be so themselves. Our sessions will seek acknowledge the complications and messiness that are inherent in society and look at ways that we can be part of communities of understanding and learning rather than contributing to the problems.

10. COURSE ASSESSMENT

Forum and Seminar Participation 10% Assessed on an ongoing basis

Students will be expected to not only attend but participate constructively in class and via the online blackboard forum which will be available during the course. In particular, students will be asked to provide regular feedback on their placement experiences during the course.

Seminar discussion assessment 20% Due in class

This assessment will require students to complete their weekly reading and pose questions for discussion based on what they have read. This assessment will be explained in detail in Week 1 of the course.

Service Learning project report 30% Due one week after placement completion.

Students will submit a report which outlines their experiences and the outcomes which they have achieved through their service learning placement. This will include reflection on their experiences, placed within an academic context that includes relevant scholarly literature.

Major Essay (2500 words) 40% Due Wednesday 20 May

All students are required to submit a major essay. The following essay questions focus upon themes that form the basis of teaching in each of the weekly seminars. Additional questions will be offered ahead of the due date.

- Explain how the dignity of the human person is an integral concept to concepts of social justice and the success of the service learning experience? Include examples from your placement.
- How can business generate better community outcomes when undertaking “Corporate Social Responsibility” initiatives?
- Identify the most effective recent technological innovations through which community organisations will be able to raise awareness of social justice issues in the future.
- Identify ways in which planners and developers can provide lasting links within new communities through better urban design.
- Does our legal system promote equity or merely exacerbate existing disparities?
- Which elements of Catholic Social Teaching are most relevant to the service learning experience? Explain why.
- Explain the repercussions that poor health outcomes can have on an individual’s capacity to develop themselves personally and professionally. Does our society have an obligation to implement preventative health measures to ensure that we create not just healthy individuals but healthy communities?

11. ASSIGNMENT SUBMISSION

Note: all written assessments in this unit are subject to the full requirements of the School of Arts and Sciences, as per the information outlined below.

INFORMATION FROM THE SCHOOL OF ARTS & SCIENCES

*All assignments must be submitted to the Arts Administration Office on the ground floor (Level 1) of ND16 by 4pm on the due date, with a cover sheet attached. Your assignment **will** be subject to penalty if it is submitted late.*

If there are any problems in submitting your assignment on time, please see the unit coordinator *prior to the due date*. If illness is a factor, a medical certificate must be produced and attached to your assignment / application for extension form. Please note that computer or technical problems are not grounds for extension or special consideration. ALL students MUST back up their work on a USB drive, CD-Rom or floppy drive.

Late Submission of Assignments

Assignments which are submitted after the due date shall incur a penalty (as stipulated in accordance with School of Arts and Sciences Regulations). If a student has not submitted the piece of assessment before or on the due date, (or on or before the extended due date if applicable), the following rules will apply:

- the piece of assessment will be assessed as if it were submitted on the due date (or extended due date), but, 10% of the assessed mark will be deducted for every calendar day, that the submission of the assignment exceeds the due date (or extended due date)
- Penalties for non-submission of items for assessment – In instances where a student fails to submit a major piece of work for assessment or participate in a prescribed activity, as specified in the appropriate *Unit Outline*, that student will be awarded an “F” grade for the unit, regardless of the total marks otherwise accumulated
- In any event, no piece of assessment will be marked and graded if it is submitted more than 10 days after the due date (or extended due date) and the student will be awarded a mark of “0” and grade “F” for that piece of assessment
- Late penalties can be appealed in writing to the Assistant Dean, Arts & Sciences

12. REFERENCING AND PLAGIARISM

Websites and electronic sources are not our favourite source for information in university history courses. All electronic sources will be vigorously reviewed to determine their suitability in your essay – please make sure that you are equally vigorous in your initial choice of whether to use them and, if so, which ones. An example of what might be suitable would be an online publication of a scholarly article (analyse the website and its host carefully to determine the *author’s* and *publisher’s* reputability). Most electronic material easily locatable online is *not* suitable for university research. Be aware.

Plagiarism is, amongst other things, copying other people’s work and trying to present it as your own. This is an unacceptable practice and is taken very seriously by the University and within the School.

Any student found plagiarising will receive a mark of **Zero (0)** and a **Fail (F)** grade for the piece of assessment. The Dean reserves the right to fail the student in the entire unit. A charge of academic misconduct might also be brought against the students involved. All appeals regarding plagiarism should be directed to the Assistant Dean. Remember:

Plagiarism may lead to expulsion from the University.

Plagiarism can seem a confusing and complex issue to many people. But the principle is simple: you have an ethical obligation to acknowledge the work you have used by other

people in your essay or report. For detailed instructions on what is and what is not considered to be plagiarism, please read the article 'Plagiarism: What it is and How to Recognise and Avoid It' found in the College Style and Referencing Guide.

DEFINING PLAGIARISM

Plagiarism in higher education can take many forms. Some of the more common forms are listed below, however it should be noted that definitions of plagiarism vary somewhat across the disciplines in accordance with differences in authorship conventions and traditions:

Submitting, as one's own, an assignment that another person has completed.

Downloading information, text, computer code, artwork, graphics or other material from the internet and presenting it as one's own without acknowledgment.

Quoting or paraphrasing material from a source without acknowledgment.

Preparing a correctly cited and referenced assignment from individual research and then handing part or all of that work in twice for separate subjects/marks.

Cheating in an exam either by copying from other students or using unauthorised notes or other aids.

There are also forms of plagiarism and cheating that relate directly to student participation in group work.

- Copying from other members while working in a group.
- Contributing less, little or nothing to a group assignment and then claiming an equal contribution and share of the marks.

Reference:

Centre for the Study for Higher Education for the Australian Universities Teaching Committee, 'Assessing Learning in Australian Universities'

<http://www.cshe.unimelb.edu.au/assessinglearning/docs/AssessingLearning.pdf> Accessed 10 November 2005.

13. RESOURCES

Weekly readings and other relevant material will be made available on blackboard. If students are experiencing difficulties in accessing information, please contact the Unit Coordinator Dr Martin Drum for assistance.

Appendix A STUDENT PLACEMENT DECLARATION



I.....(print student's name here)

I hereby state that during my service learning placement with

.....(print name of agency)

I will uphold the general ethics of the University of Notre Dame and of this organisation where I will be placed. In particular, I agree to:

1. Act with due propriety, integrity and impartiality at all times
2. Hold all information obtained in the course of my placement in strict confidence according to the limits of confidentiality understood to be required of me by the University and by the agency. I will seek advice from my agency supervisor and the University in respect of this matter, should the need arise.
3. Be guided by the terms of my Learning Contract, which has been negotiated by me with the agency, with the approval of the University.
4. Take on the role of a volunteer agency worker, responsible to my agency supervisor, during the period of my placement.

Signature of student

.....

Dated.....

Appendix B STUDENT'S SERVICE LEARNING CONTRACT WITH AGENCY



NAME OF AGENCY: _____

NAME OF STUDENT: _____

STUDENT'S STARTING DATE: _____

ESTIMATED FINISH DATE: _____

REPORTS DUE

from agency: _____

from student: _____

SUMMARY OF TASKS TO BE UNDERTAKEN

1. _____

2. _____

3. _____

4. _____

SIGNATURE OF STUDENT: _____

SIGNATURE OF SUPERVISOR: _____

DATED: _____

UNIVERSITY OF NOTRE DAME
REPRESENTATIVE SIGNATURE:

_____ DATED: _____

