



## **C4: Cross-Campus Capstone Classroom 3.0**

**Summer (S2 – Term) 2023**

### **Meeting Times in-person:**

Tuesday **and** Thursday: Section A: 9:30am – 12:30pm

Section B: 2:00pm-5:00pm

Section C: 6:30pm-9:30pm

Location: BERG 217 (The Bergeron Centre for Engineering Excellence) Keele Campus

### **Classroom Coordinators and Course Instructors:**

*Classroom Coordinators (C4 Central)*

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*Course Instructors (Project Shepherds):*

Section A: Jade Atallah [jatallah@yorku.ca](mailto:jatallah@yorku.ca); Marissa Largo [largo@yorku.ca](mailto:largo@yorku.ca)

Section B: Jade Atallah [jatallah@yorku.ca](mailto:jatallah@yorku.ca); Marissa Largo [largo@yorku.ca](mailto:largo@yorku.ca); Jessica Li [jessjli@yorku.ca](mailto:jessjli@yorku.ca)

Section C: Andrea Kalmin [akalmin@yorku.ca](mailto:akalmin@yorku.ca); Yvonne Lo [yvonnelo@yorku.ca](mailto:yvonnelo@yorku.ca)

This course uses Microsoft Teams – please reach out to your respective Teaching Team members and Project Shepherds on Microsoft Teams.

For general course questions or inquiries (and to reach the entire Teaching Team with one message) please contact us at: [c4class@yorku.ca](mailto:c4class@yorku.ca).

### **Purpose**

The purpose of C4 (The Cross-Campus Capstone Course) is to provide students with an opportunity to work effectively in interdisciplinary teams on real-world challenges with social impact. Throughout this journey, students will develop and hone transferrable skills while learning the value of multiple perspectives and approaches to research, design, and problem solving. This experience will help students to recognize what they can offer the world and thus prepare them for their future.

## Expanded Course Description

Launchpad/Management C4 brings together multiple-year undergraduate and grad students from across the university to work together in multi-disciplinary teams on a pressing, “real-world” challenge, which is posed by an organization operating in both the for-profit and not-for-profit worlds. Supported by a team of York professors and educators from several faculties, C4 students work together to mobilize and hone their critical, creative, and strategic thinking skills, in collaboration with their teammates, by researching and designing effective solutions to the chosen challenge. It is a high-impact experiential education course intended to uniquely prepare students for the next phase of their career.

Students research, design, and test potential solutions to their challenge, building on their existing skills and knowledge within their disciplines. This experience, in turn, offers them an opportunity to gain new insights into other ways of thinking and doing through intensive teamwork. By collaborating with team members from other disciplines, students can assess the relevancy of their major fields of study and the ways in which their field intersects with other disciplines, creating new ways of approaching complicated issues in a rapidly changing, complex and challenging world.

This advanced-level 3.0 credit summer course begins with a primer package and project brief (Book of Possibilities) where students learn about the socially relevant project they will be engaging with, to help facilitate how they will plan to approach it based on their personal interests and goals. It ends with a series of in-class presentations where the class will engage in project handoff and partner feedback as well as a celebration where students will reflect upon and celebrate their project journey and begin to establish their legacy.

Students will attend six hours a week of in-person classroom activities (unless there are documented extenuating circumstances) and should expect outside class work (including research, teamwork and class preparation).

### Applications & Permissions

Students are required to complete the application process and will be considered based on a number of relevant factors that are indicators of “good fit”. Permission to enrol in C4 is determined by programs on a case-by-case basis. Interested students need to reach out to their home program to find out if they are eligible.

### Organization of the Course

C4 is a unique learning space that functions as a diverse, socially engaged community of learners and teachers. We are dedicated to the values of respect, inclusion, collaboration, innovation, and commitment. This is a 3-credit course. Your expected time commitment is 6 hours of in-class work per week plus a minimum of 10-12 hours of additional work outside of class. Important work is organized in online platforms such as MicrosoftTeams (our class page), MIRO and Monday.com etc. Students are asked to use their electronic Workbook –*the Book of Possibilities* (BoP) as a starting point for their reflection, research and extension of understanding.

C4 is a highly process-oriented classroom. A primary focus of our class-time will be developing the personal-professional skills and perspectives needed to forge strong, interdisciplinary teams and projects that have real-world impact. The teaching team will do this largely in a responsive manner—by meeting the emergent needs that the majority of the class articulates at a particular moment in the project

development process. The lifecycle of the project will also so be overseen by a team of *Management* students who have an additional layer of research, integration and communication expertise and who will take on a project management role in this space. Additionally, there are skill-building resources available in C4 (both individual and for the team) that enable students to equip themselves with the tools and knowledge they feel they need to do their best work.

**The time in the classroom will be divided into multiple parts:**

- a) the whole class doing things as an entire class
- b) smaller group topic-driven meetings and skill development activities, with access to consultations with instructors and/or the project partner(s)
- c) peer review time with other students to give and receive feedback
- d) meeting time for teams to tackle urgent project tasks
- e) management level students meeting and coordinating work within and across teams

**Note:** Each team will be made up of 6/7 *Launchpad* students (new to C4) and 2 *Management* students (either C4 Alumni or Graduate students).

**Student Workbook (online)**

Students will be provided with an online workbook. The book will begin as The Book of Possibilities (BoP). As students develop their project, they will rename the workbook to better represent their own work. Each team will have access to their own Book of Possibilities. In this book you will find useful links, background research and guided activities. This is a group workbook. Each team can shape and build their book as their project develops. It is a way for the whole team to reflect, share and access information together or asynchronously. This book will also be monitored by our teaching team as a way to gauge project and skill development, and will be used as part of the assessment of engagement grades. This book serves as your Team's History – this is where your team will find information in which to curate your final outcomes – website, presentations, and poster for Capstone Day.

**Management Workbook (online)**

Each Management student will have their own workbook. This is a place for Management to record their professional development regarding research and management skills. There will be additional guiding questions and reflections to be completed by Management before/during or after a classroom activity (for example – guiding to students to find research on the topic, leading a discussion and synthesising the research into a statement etc). Management can use this workbook as a way to track, define/redefine their learning. This information may also be used to curate the final website deliverable.

#### **C4 Student Learning Outcomes:**

- Students will learn to work effectively within diverse, interdisciplinary teams and engage professionally with partners and professors as they develop their collaborative projects.
- Students will gain, hone, and learn to articulate a variety of personal and professional skills, identified by professors, supervisors, and students themselves.
- Students will integrate diverse approaches, perspectives, and knowledge as part of their teamwork processes.
- Students will deepen their sense of social and ethical responsibility as engaged citizen

**Note:** Some departments (gateway courses) will add additional learning outcomes for the students in their program. This will be clarified and clearly communicated to students by their home departments. In addition, all students will define some of their own individualized learning outcomes.

#### **Learning outcomes specific to Management students:**

- Management students will strategize approaches to draw out strengths in individual and teams learning tools to address these aspects.
- Management students will create and maintain a management strategy, monitor risk management and solve such issues.
- Management students will research relevant background information and extending research to project specific needs.
- Management students will guide their team to engage in ethical standards and guidelines to ensure the team and project outcomes meet equity standards.
- Management will help create an inclusive team, that honours interdisciplinary thinking across borders.

#### **Team Collaboration Learning Outcomes:**

Building on the core C4 student learning outcomes (above), by the end of this course students will be able to clearly differentiate between groupwork and teamwork by being able to do the following:

- Develop the practical skills to facilitate meetings, guided by Management with a diversity of perspectives and debrief a meeting in a way that improves team process.
- Within a diverse team, oversee a deliverable solution, delegate tasks, and present work publicly (to team members, faculty, and stakeholders).
- Facilitate positive team culture through collaboration and a shared mission.
- Communicate with respect, in a clear and consistent manner that respects different views, as well as give and receive feedback constructively.
- Contribute to inclusive and ethical relationship-building within the team, with the partner, and with stakeholders.

## Course Requirements/Evaluation

### Graded Assessments:

Students are responsible for making themselves aware of assignments and ongoing work. All of these items can be found on the Microsoft Teams site. Some graded assessments are individual and some are team based. Team grades can be differentiation (if needed), and expectations are described in MsTeams and built into the assignment.

In this course you will be provided with assessment and evaluation in two areas: *The Journey for Learning* (Skill development) and *Journey of learning* (Project Development).

Assignments and Grading details can be found in the Microsoft Teams "Assignments" Tab.

### LAUNCHPAD

#### The Journey for Learning (Skill Development):

- **30%** -Engagement [Individual Grade]: All students will have a workbook (see above description). Teaching Team and Project Shepherds will use the book as one tool to assess student engagement and work development. Evaluated throughout.

The following are all things that should be housed in the workbook - reflection, research, screenshots of miro-board work, notes, pictures, process diagrams etc..

In class work such as: Team Charters, Stakeholder analysis, SDG goal assessment; The 5 Whys Presentation, Design Thinking, Ethics; Project design presentations, Legacy activities, etc... will all be captured and documented in the workbook.

**Note:** Attendance will also be used to evaluate student engagement, and will be reflected in this individual grade. Additionally, active participation in class – working as a team productively, being on time, using course time effectively, being active listeners are other ways to identify and track engagement.

- **20%** - (10% each) Skills Assessment through ITP metrics [Individual Grade] – 2 in total, one focuses on independent skill development and self-assessment and the second focuses on your team and how its team members are functioning, and how effectively the management leads are supporting the work being done.

#### The Journey of Learning (Project Development):

- **15%** Research Design Presentation [Team Grade] – This is based on material collected and developed during the first half of class (including the Management Research Assignment).
- **10%** Fun Journey Video [Team Grade] – Will be pre-recorded and presented in the final class for discussion and celebration.
- **10%** Project Portfolio- [Team Grade] in form of a Website. It will be the final duration piece that showcases the final deliverable of the team project, as well as representing your best work.
- **15%** Capstone Day presentation [Team Grade]– preparation of a research poster, lightning talk, and day of presentation/attendance during your "scheduled exam" timeslot on Thursday, August 17 (2:00pm-5:00pm).

## MANAGEMENT

### The Journey for Learning (Skill Development):

- **30%** -Engagement [Individual Grade]: All students will have a workbook (see above description). Teaching Team and Project Shepherds will use the book as one tool to assess student engagement and work development. Evaluated throughout.

The following are all things that should be housed in the workbook - reflection, research, screenshots of miro-board work, notes, pictures, process diagrams etc..

In class work such as: Team Charters, Stakeholder analysis, SDG goal assessment; The 5 Whys Presentation, Design Thinking, Ethics; Project design presentations, Legacy activities, etc... will all be captured and documented in the workbook.

**Note:** Attendance will also be used to evaluate student engagement, and will be reflected in this individual grade. Additionally, active participation in class – mentorship, team organization, synthesis of group’s work, collaborating with co-management, working as a team productively, being on time, using course time effectively, being active listeners are other ways to identify and track engagement.

- **20%** - (10% each) Skills Assessment through ITP metrics [Individual Grade] – 2 in total, one focuses on independent skill development and self-assessment and the second focuses on your team and how its team members are functioning, and how effectively the management leads are supporting the work being done.

### The Journey of Learning (Project Development):

- **10%** Project Kick off Presentation [Management Team Grade]– this will take place early in the course, is based on the 5 Whys activity, and helps communicate to the larger class the emerging project focus of the team.
- **15%** Management Research Assignment [Management Team Grade]– This is based on material collected and developed during the first half of class (and will directly inform the Research Design Presentation).
- **20%** Project Portfolio- [Team Grade] in form of a Website. It will be the final duration piece that showcases the final deliverable of the team project, as well as representing your best work.
- **5%** Capstone Day [Team Grade]-Finalizing/overseeing preparation of a research poster, and day of presentation and attendance during your “scheduled exam” timeslot on Thursday, August 17 (2:00pm-5:00pm).

**Note:** Please see Microsoft Teams for expanded descriptions, due dates and detailed rubrics

## Course Policies

### Lateness Penalty

Assignments received later than the due date, without prior agreement of the course director, will be considered incomplete and received a grade of zero. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the course director with supporting documentation.

Accommodation will be made for religious observance as per York University policy.  
<https://registrar.yorku.ca/enrol/dates/religious-accommodation-guidelines-2019-2020>

### Presentation of Submitted Work/Scholarly Sources

Papers are expected to demonstrate the use of correct scholarly conventions. Clarity and precision of thought in written form is required on all assignments. Appropriate citations and references must be included and properly documented. For support, please see

<http://researchguides.library.yorku.ca/awg?hs=a&gid=1377>

### Academic Honesty

The York University Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Please be sure you are aware of your responsibilities:

<https://secretariat-policies.info.yorku.ca/policies/academichonesty-senate-policy-on/>

### Academic accommodation for Students' Religious Observances

Policy, Guidelines and Procedures can be found at the York Secretariat Policies website. The policy addresses York's commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity

### Student Accessibility Services

Student Accessibility Services provides academic accommodation and support to students with disabilities in accordance with the Ontario Human Rights Commission's Policy on accessible education for students with disabilities and York University Senate Policy on Academic Accommodation. If you believe you will experience difficulty fulfilling the course requirements, please contact Student Accessibility Services for support <https://accessibility.students.yorku.ca>

### The Code of Student Rights & Responsibilities

This is a set of identified values that the York University community is expected to uphold. The Code upholds a philosophy and practice that is intended to balance a set of principles: support, accountability and education. See: [Code of Student Rights & Responsibilities | Office of Student Community Relations | York University](#) for more details.

## Code of Conduct in the C4 space

C4 is a unique learning space that functions as a diverse, socially engaged community of learners and teachers. We are dedicated to the values of respect, inclusion, collaboration, innovation, and commitment.

By participating in C4, we agree to foster safe spaces in which we can bring our whole selves to our projects, actively work against bias, demonstrate appreciation for one another, offer critique with respect, look for compromise whenever possible, and show patience with one another.

We commit to work together, find a common process and language, fight against hierarchies, negotiate setbacks, resolve conflicts, help each other when possible, manage our own stress, respect the ebbs and flow of each other's lives, and create common solutions.

Finally, we pledge to check in with each other, expand our minds and learning spaces, experience and work through discomfort, respond deliberately instead of react, commit to an ongoing reflective practice, take responsibility for ourselves and our team, and be flexible given all of our differences.

C4 is more than a course; it is a mission that we choose to be a part of. We don't have to agree with one another, but we do have to be productive together. Frustrations, failures and disappointments will happen and that is a good thing, because those are our opportunities for personal and project transformation. The best part of C4 is that we are all there to help each other along the way.



## Assessment Grading Guidelines

C4 instructional team will propose final grades based on York University's "Grades and Grading Schemes" as per its Academic Calendars <http://calendars.registrar.yorku.ca/2012-2013/academic/grades/> (see next page).

Note: The department supervisor or professor directing the students' C4 gateway course will be provided with this grade breakdown for information. They are ultimately responsible for assigning grades and may adjust the weighting and grades based on delivered assignments, the C4 grading inputs, and a review of any additional learning outcomes identified for the students. Students should communicate directly with the department supervisor or professor for details and expectations in this regard.



## York University Academic Calendar: Grades & Grading Scheme

Grade	Grade Point	Per Cent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

**Note:** all of the above-noted grades are used to calculate averages and credits.

### Definitions of Grading Descriptions

**A+ Exceptional.** Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques in satisfying the requirements of an assignment or course.

**A Excellent.** Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

**B+ Very Good.** Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts/techniques in satisfying the requirements of an assignment or course.

**B Good.** Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

**C+ Competent.** Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

**C Fairly Competent.** Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.

**D+ Passing.** Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.

**D Barely Passing.** Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

**E Marginally Failing.**

**F Failing.**

<http://calendars.registrar.yorku.ca/2012-2013/academic/grades/>