York University

LE/ENG 1600 Passion Project

Official Brief Course Description

A co-curricular project course in which participants work individually or in small teams on a topic about which they are passionate. The Passion Project is optional and may be taken at any point in a student's studies. Access and training will be provided for facilities needed to realize students projects. Students will be mentored by an academic coordinator and appropriate technical staff. The course will culminate in a demo fair and will be documented using an ePortfolio. Open to all students in all years. Prerequisites: None. Open to all students in all years of their programs.

Unofficial Longer Course Description

Want to invest in your career before graduation? Ready to do real-world work that matters? Eager to explore a new area of expertise? Impatient to apply your disciplinary learning? Then, C4 Passion Project (a NEW experiential learning course) is for you. This course is only open to undergraduate and graduate students who want to lead small, independent, real-world projects that push them closer to their dreams. You can walk in with a project idea or discover one along the way. There are no prereqs, few limits, all faculties and years welcome.

- **1.0 credit elective -** offered Fall, Winter, and Summer for maximum flexibility

- **Flexible work time**—you build your project at your own pace

- **Unlimited project possibilities** – pursue ideas you're passionate about

- **Build real things** – with access to resources and expertise

- **Mentorship that matters** – work with a faculty coordinator plus dedicated project partners, and subject matter experts

- **Regularly scheduled collaborative sessions** – share ideas, troubleshoot, and problem-solve with other innovative students

- **Pass/Fail format** – focus on exploration, creation, and experimentation—not grades

- **End-of-term Demo Day** – showcase your creation to peers, mentors, and the York community

COURSE INFORMATION:

Bi-Weekly class sessions take place in a hybrid format on alternate Wednesdays from 12-1pm.

In addition, there is a required Capstone Day event (our demo day), which functions as a final exam on April 24, 2026.

Class Location(s): TBD

The Teaching Team:

- Andrea Kalmin
- Danielle Robinson
- Richard Hornsey

Course Communication:

For ALL course-related questions: There is a teaching team chat function in eClass that will be explained to you on the first day. This is where your questions will be quickly and easily answered by the teaching team.

Connect Privately with the Teaching Team

For general questions or administrative inquiries about C4 please contact our manager at: c4class@yorku.ca.

COURSE OVERVIEW

This course 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. Our overarching goal is to bring diverse people together to do work that matters to our local and global communities, so we can each and collectively discover what we have to offer the world.

Purpose

The purpose of this course is to provide everyone in the class with an opportunity to work effectively on real-world and multi-faceted projects. 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 are capable of and thus prepare them for their future.

Expanded Course Description

This course brings together undergraduate students to work on pressing, "real-world" projects. Supported by a team of professors from several faculties, we work together to mobilize and hone critical, creative, and strategic thinking skills. This is a high-impact experiential education course intended to uniquely prepare students for the next phase of their career.

Students develop their projects, 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 engagement with an interdisciplinary classroom. By connecting with students and professors 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 course begins with students conceptualizing and diving into projects, <u>once approved by the professors</u>. It ends with a capstone day presentation, where students can receive feedback on their work, celebrate their project journey, and begin to establish the legacy of this experience.

Students will attend a minimum of 4 weeks of hybrid classroom activities totalling approximately 4 hours and a capstone day event of approximately 4 hours. In addition, they should expect outside class work of approximately 36 hours over 12 weeks, for a total of approximately 40 hours.

ORGANIZATION OF THE COURSE:

This is a highly process-oriented course. A primary focus of our class-time will be developing the personal-professional skills and perspectives needed to forge strong projects that have real-world impact. The teaching team will do this 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. There are no formal lectures in this class. Instead, we invest time in interactive activities and invite a guests into our learning space to expand the expertise available to students.

STUDENT LEARNING OUTCOMES:

Integrating Knowledges	Explores and/or refines new personal and professional discipline-based skills and knowledges, which may or may not be rooted within your own discipline, in service of developing and optimizing your project.

Project Management	Practices project management skills to plan and manage workflow based on shifting factors within and outside the project, while keeping an eye on deadlines, avoiding unintended consequences, and mitigating potential risks.
Ethics of Care	Pursues a mutually-supportive, sustainable, and reciprocal (MSSR) relationship with students and professors, any experts accessed, and any communities impacted by your project, through ongoing consideration of consequences and activation of mechanisms for support.
Storytelling / Communication	Crafts effective and strategic public-facing messaging about the project, building on a range of tools, techniques, and media.
"SOUnD" Thinking	A) Develops sustainable, out-of-the-box, and universal design (SOUnD) processes and solutions following an open-ended, iterative project journey. B) Implements research or design that is innovative, impactful, safe, and (most importantly) meet users' needs (if relevant).

	Weight	Notes & Due Date:
Goals Video	10	Less than five minute video that addresses the student's goals for the course, learning objectives, and metrics of success in terms of the project.
Project Check-Ins	10	Engagement in four of six possible hybrid class meetings on alternate Wednesdays, 12-1pm.
Project E-Portfolio	50	Captures for the deliverables of the project as well as the project development process.
Capstone Day Materials and Performance	20	Submitted in advance of event: project title, description, elevator pitch, and poster. At event: event display and performance.
Journey Video	10	Less than three minute video that addresses the student's learnings from the course experience and project development process.

Pass/Fail

To pass this course students must complete all components, as outlined above, at the level of "meeting course expectations". If the component is deemed to be "not yet meeting" or "incomplete," then the student must revise and resubmit.

COURSE POLICIES:

Code of Conduct in this space

This 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 this course, we all 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.

Therefore, 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 reacting; commit to an ongoing reflective practice; take responsibility for ourselves and our team; and be flexible given all of our differences.

This is more than a course; it is a mission that we choose to be a part of. We do not 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 this course is that we are all there to help each other along the way.

Presentation of Submitted Work/Scholarly Sources

All course work, even if a creative product, is expected to demonstrate the use of correct scholarly conventions. Clarity and precision of thought in written and visual form is required on all assignments. Appropriate citations and references must be included and properly documented. If AI tools are used in any capacity, this must be indicated in all work submitted.

Academic Honesty

University Senate Policies on Academic Honesty are 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 policies recognize 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.

Lateness Policy

Assignments received later than the due date and time, without prior agreement of the Teaching Team, will be considered incomplete and receive a grade of zero. This includes both individual and team components. Exceptions to the lateness penalty for valid reasons such as illness, academic accommodation, compassionate grounds, etc., will be provided by the Teaching Team with supporting documentation, where appropriate.

Academic Accommodation for Students' Religious Observances

Policy, Guidelines and Procedures can be found on York's Policies website. The policies address a commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity.

Accommodation will be made for religious observance as per York's policy.

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's policy on Academic Accommodation.

If you believe you will experience difficulty fulfilling the course requirements, please contact your Student Accessibility Services for support and make sure to have all documentation from SAS shared with the Teaching Team.

AI Policy

Generative AI may be used in assignments provided it is cited, with prompts, where appropriate. It is important for teams to consider their ethical and scholarly responsibilities when using any tools, including AI. AI is not *required* to be used by any individual or team. If it is used, it should be used responsibly and not as a replacement for students' own thinking and writing. If it is used, but not cited, there will be significant mark deductions on the assignment.

Class resources

Students are not required to buy a course textbook or other resources for this course.

The only foreseen additional costs to this course beyond the registration fee, are potential travel costs (when visiting community for your site visit, if meeting with partners outside of class time, or if necessary to deliver your project).