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Meeting Times: Fridays - there will be four hours of class time (not including travel & lunch time). Typical start time is 9:30 and typical ending time is 4:00pm.  
Always be sure to check the Chicago Program Google site calendar for the most recent schedule.

Office Hours: Appointments for specific meetings times are encouraged, however, faculty can typically be found in the office when not in class.

Description:
All Chicago Program students enroll in our interdisciplinary Core Course, which aims to introduce the place and identity of Chicago. Chicago is a city of neighborhoods and as such there is a synergy that permeates the local experience. Students are provided with a unique opportunity to engage in place-based learning through this course. Living in and examining neighborhoods provides a lens to better understand the complexity of Chicago as a diverse and continuously evolving city. We will explore how the arts, entrepreneurship, and socio-political issues intertwine by asking important questions that cross disciplinary boundaries. Guest speakers from around the city will spark discussions and reflection. Common readings and projects will prompt conversation, creativity, research, and exploration. And, most importantly, Core Course will get you into Chicago to meet the people making its art, defining its culture, confronting its problems, and reshaping its business. Through it all, you will contextualize the Chicago you live and work in everyday within its own rich and complex history and imagine how the city's identity might continue to evolve.

Core Course has two sessions every Friday, one meets in the morning and one in the afternoon. On rare occasions, alternate meeting times may be scheduled.

COURSE OBJECTIVES
This course builds upon a number of learning objectives. At the end of the semester, students should expect to:

- Be knowledgeable about the historical and contemporary issues in Chicago that are critical to other major cities.
- Feel empowered to explore Chicago as a resident/citizen rather than a tourist
- Utilize the asset-mapping framework effectively
- Practice expressing and reflecting in non-traditional ways through diverse set of assignments
- Consider complex issues from multiple perspectives
- Engage in informed debate and dialogue
- Better understand history as it relates to the current condition
- Gain practice in applying appreciative inquiry
- Gain an understanding of Chicago's neighborhoods as critical connections to the ways a global city functions
- Accept challenges beyond their comfort zone
- Apply concepts in new and varied contexts

REQUIRED RESOURCES
Core Course Reader, available in electronic format on this website prevalent
SCHEDULE
Core Course meets all Fridays of the semester for two sessions, one in the morning (typically 9:30-12:00am) and another in the afternoon (typically 1:00-4:00pm). Additionally, there are a few required events outside of these normal times:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Clybourne Park Play</td>
<td>Friday, 2/28</td>
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<tr>
<td>Louder Than A Bomb Film Screening @ CP Office</td>
<td>Tuesday, 3/11</td>
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<tr>
<td>Louder Than A Bomb Finals @ Cadillac Palace Theater</td>
<td>Saturday, 3/15</td>
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<tr>
<td>Second City -</td>
<td>Tuesday, 4/1</td>
</tr>
</tbody>
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COURSE ENGAGEMENT & CONTRIBUTION
Attendance, participation, flexibility and appropriate etiquette are all important factors that contribute to successful engagement in Core Course. Since this course only meets once per week, missing sessions interrupts the ability to get the most benefit from the course. Faculty cannot create make-up assignments, and much of what occurs in class contributes to information and perspectives you will need to complete assignments and therefore impact your grade (see Attendance section for more specifics).

Students should expect to have assigned readings for most class sessions. Often times there will be individual or group activities both in and outside of class. Appropriately preparation for class is defined as completing assignments (readings included). This is essential and a basic requirement for engaging in meaningful discussion. Core Course faculty will be assessing preparation and engagement in class throughout the semester through providing feedback on assignments that either met or did not meet expectations. While not assigned a specific point value individually, performance on these assignments will be factored into a students overall engagement and contribution for the course which is worth 100 points.

The following are examples of student behavior that is *not deemed to* be engaged or contributing and are not limited to using cell phones, texting, checking Facebook, email, sleeping, carrying on side conversations and eating. Failure to follow these guidelines will negatively impact this aspect and potentially others of the student grade for the course.

LEARNING BEHAVIOR
Exploring various topics and the city in an experiential manner is a gift. The opportunity to learn "outside of the box" by visiting and meeting with the array of people is a powerful way to build a deeper understanding. This type of learning requires everyone to be flexible enough to tolerate a bit of uncertainty from time to time. Often times it will be necessary to travel to sites in one large group or split up into smaller sub-groups. It is essential that each student be attentive to time and travel. Frequently class will be meeting at locations other than the classroom. It is imperative that students arrive on time, which requires careful planning of both travel routes and unexpected delays with transit. Occasionally there will be special instructions, guidance, or changes to the schedule or assignments. Faculty will make sure this information either in class or via email.

There will be times when speakers are invited to meet with the group at the Chicago Program classroom but more often

the class will be guests in many community spaces. These experiences are provided to students as a direct result of unique relationships established with individuals and organizations within the community that have been developed over many years. Regardless of where the meetings take place, students are expected to represent themselves and the program in a positive and professional manner.

Students will learn a great deal from the many activities planned. The Core Course Faculty have an
expectation that students to consider each session as important to learning as they would on their home campus. To accomplish this students should come prepared to actively engage in each class. Laptop computers are not necessary, but bringing a notebook and taking notes even in a small tablet is highly suggested. Much of what students are asked to either write about, respond to, debate, etc. will require the ability to recall and understand concepts, readings and conversations that took place. Therefore, it is advised for students to determine the best way to capture this information.

Any student experiencing a conflict with respect to the assessment of an assignment or the course are encouraged to approach the Core Course Faculty member directly to discuss the situation. If the conflict is unresolved, students are encouraged to speak with any member of the faculty for assistance.

ATTENDANCE
Due to the experiential nature of the program, Core Course has a very strict policy on absences and tardiness: students are expected to attend every class session. Faculty will consider excusing up to two absences in the case of illness or other emergency with advance notice and at the discretion of the instructors. There will be 50 points are deducted from the final grade for each unexcused absence. Points will be deducted for those students arriving to class more than 10 minutes late or leaving more than 10 minutes before the end of the class. Each a.m. and p.m. counts as one session (typically two sessions each day).

ASSIGNMENTS
There will be several assignments within Core Course that all require students to build upon both knowledge and experience. Many of these assignments are non-traditional requiring students to exercise creativity and problem solving as a means to reflect on the topic. The goals of these assignment are to provide opportunities for students to demonstrate their learning and promote additional conversation. Details of each assignment will be posted on the Googlesite along with rubrics outlining the ways in which the work will be assessed. Due dates for each assignment will also be posted on the Google Calendar for reference. Please note that some assignments will involve group work and most of these will have some element of individual and group contribution assessment.

NEIGHBORHOOD EXPLORATION SUMMARIES:
One of the graded components for Core Course are the Neighborhood Exploration Summaries. There are a total of four categories of summaries designed to get students more familiar with their neighborhood and begin exploring the organizations/events, etc. that impact daily life of residents in their communities. Students are required to select from a list of available options for each of the four categories. Once a selection has been made the student is unable to switch or modify their choice. Each choice will be unique. The summaries will consist of a written reflection that might involve noting physical and social attributes of place, examining a business district, attending a community meeting, dining at a non-chain eating establishment, and investigating public art within the community. Summary due dates are distributed throughout the semester. Students must make a submission for each due date and have the flexibility of selecting the order. The expectations for each summary are posted on the Googlesite. Students will submit their summaries via email.

CHICAGO PROGRAM PORTFOLIO
The Chicago Program Portfolio is a compilation of the work students complete through their participation in the program. Each of the four components will be represented in the portfolio. A checklist containing the materials for the portfolio will be provided to students at the midpoint of the course. Once all the required materials for the portfolio are assembled, each student will have the Core Course faculty sign-off for students to receive the full fifty points. The CP Staff will assist students with binding their portfolios that can you used to showcase their hard work. Missing items or late submission will result in a reduction of points.

POLICY ON LATE ASSIGNMENTS
Assignments should be submitted on the date they are due. Any assignment submitted after the beginning of the class session but within the same day will be graded down by 10%. Assignments will be accepted up
to three days after the due date for half credit, but will not receive any credit after the three-day window. Any assignments that involve presentations cannot be made up and will result in a total loss of points. Computer/email issues do not warrant an excuse from this policy. The Faculty recommend that students purchase a USB flash drive so files (readings, assignments, etc.) can be transported and printed when technological difficulties occur. No hard copies of assignments will be accepted (unless the format of the assignment is only possible to submit directly), all submissions should be sent via email to both Core Course faculty (dburge@acm.edu and rhart@acm.edu) as well as Brittany (bwisniewski@acm.edu).

GRADE DISTRIBUTION
Student’s work will be evaluated in a variety of ways within the course. Once grades have been submitted to campus, students have the right to appeal. Appeals must be in writing and address the rationale for the dispute and submitted within 30 days of receiving the final grade.

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<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Chicago Found Poem Assignment</td>
<td>Friday, 2/21</td>
<td>100</td>
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<tr>
<td>Neighborhood Exploration Summary #1</td>
<td>Friday, 2/28</td>
<td>50</td>
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<tr>
<td>Neighborhood Exploration Summary #2</td>
<td>Friday, 3/7</td>
<td>50</td>
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<tr>
<td>Neighborhood Guided Tour</td>
<td>Friday, 3/14 &amp; 3/21</td>
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<tr>
<td>Neighborhood Exploration Summary #3</td>
<td>Friday, 3/28</td>
<td>50</td>
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<tr>
<td>Sustainability Paper &amp; Debate Assignment</td>
<td>Friday, 4/4</td>
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<tr>
<td>Neighborhood Exploration Summary #4</td>
<td>Friday, 4/11</td>
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<tr>
<td>Education Assignment</td>
<td>Friday, 5/2</td>
<td>150</td>
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<td>Core Final</td>
<td>Tuesday, 5/13</td>
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<tr>
<td>Chicago Program Portfolio</td>
<td>Friday, 5/13</td>
<td>50</td>
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<tr>
<td>Course Engagement &amp; Contribution Score</td>
<td>Ongoing</td>
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CHICAGO PROGRAM GRADING SCALE:

A 94%
A- 90%
B+ 87%
B 84%
B- 80%
C+ 77%
C 74%
C- 70%
D+ 67%
D 64%
D- 60%
F 59% and below

Grading Interpretation:
A: The work is outstanding and exceeds the stated criteria in each assessment area. The information can be easily interpreted and is well organized.
B: The work meets all standards and exceeds them in a few areas.
C: The work meets all standards and the stated criteria. There are no areas of weakness and also no outstanding elements
D: The work is significantly deficient in some way.
F: The work does not meet the assignment requirements in any way.