



**Research Team III**

**CODE221**  
 Fall 2026  
 In Person

[days, times]  
 [Location]

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### Instructor: [Name]

Email: [Email Address]

[brief welcome: e.g. Hi! My name is Dr. Adriana Martinez, I study rivers, and I'm excited to get started with all of you this semester]



### Office Location: [Office #]

Available Hours: [times in office]

[I generally answer emails between x-x, and you can also message me on Teams for quick questions]



### Course Description

Introduces community-based participatory research; students work on-site with community partner to conduct surveys, interviews, and experiments.



### CODES in Five Steps

You are in Step 3 of the CODES program "Implementation." You will work on-site with your community organization for approximately 20 hours over the course of the semester to implement a specific intervention or project. You will write a series of reflections using creative, informative, and argumentative modes that include observations of on-site work in relationship to the semester's readings and research.



### Course Goals

- Practice CBPAR method and social engagement (e.g., active listening, co-creation of knowledge, community storytelling, reflexivity)
- Develop a sophisticated understanding of the relationship between research question and the choice of a research method
- Learn how to put an implementation into practice, adapting as necessary
- Practice systems thinking by connecting readings to on-site observations in writing
- Continue to learn about problem in the context of [the community organization,] [municipality for cohort year,] nationally, and internationally

## Links

[Blackboard](#)-Find readings and resources and examine my feedback on your work

[SIUE ePortfolio](#)-Find resources and links to you and your classmate's sites

## Course Schedule

**Important note about class format:** The class is scheduled for an hour and fifteen minutes twice a week, but on each [week day], we have an extended contact period from [x:xx to x:xx] for you to travel to site visits and take the time as a team to complete your work. This extended period has been added to your class schedule. Do not schedule work or anything else during that time! On days when we conduct a visit, I may choose to cancel one of our other class periods to lighten the workload. These cancelled classes are noted on the schedule.

I will post any schedule changes to this document weekly on Blackboard, and I'll also send reminders about weekly assignments using Blackboard announcements.

Assignment descriptions are available on Bb; they are due on Bb by 11:59 pm the night before their assigned class.

Date	Class Activity	Assignments
<b>Week 1</b> Aug 24 or 25	<ul style="list-style-type: none"> <li>Post-summer checkin and ice breaker</li> <li>Discuss course assignments</li> <li>Review last semester's discussion of implementation and outcomes of summer meetings</li> <li>Go over directions and expectations for reflections</li> </ul>	Due [date] <b>Submit</b> Reflection #1 Due on ePortfolio
Aug 26 or 27	<ul style="list-style-type: none"> <li>Reflect on learning from last year. Where have you left things? What do you still need to know to be successful? How might you better collaborate with one another</li> </ul>	Due [date] <b>Add</b> example to ePortfolio (this might be further thoughts and questions you've considered after discussion)
<b>Week 2</b> Aug 31 or Sep 1	<ul style="list-style-type: none"> <li>Develop class plan together, assigning data collection and content assignments</li> <li>Discuss ePortfolio goals</li> </ul>	Due [date] <b>Complete</b> proposal for data collection and content contributions
Sep 2 or Sep 3	<ul style="list-style-type: none"> <li>Feedback call with partners to discuss course plan</li> </ul>	Due [date] <b>Complete</b> first draft of ePortfolio with first-week introduction and all goal sections completed.
<b>Week 3</b> Sep 7 or 8	If September 7, cancelled for Labor Day, otherwise <b>No Class-ePortfolio check-ins and discussion of proposals</b>	Due [date]

Date	Class Activity	Assignments
Sep 9 or 10	<b>No Class-ePortfolio check-ins and discussions of individual contributions</b>	Due [date] <b>Submit Revisions</b> to proposals and ePortfolios
<b>Week 4</b> Sep 14 or 15	<ul style="list-style-type: none"> <li>Finalize plans for semester together based on site visit, ePortfolio goals, and student contributions</li> </ul>	Due [date] <b>Add</b> example to ePortfolio (this might be a sketch you did with your classmates of how you want to map out the semester)
Sep 16 or 17	<ul style="list-style-type: none"> <li>Discuss plans for site visits, professionalism, care</li> <li>Work on collaboration plans, reflections of past experiences, and addressing problems before they happen</li> </ul>	Due [date] <b>Add</b> example to ePortfolio (this might be a bulleted list of how you will address collaboration problems as a team)
<b>Week 5</b> Sep 21 or 22	•	Due [date]
Sep 23 or 24		Due [date] <b>Add</b> example to ePortfolio (this might include something you learned on site, a model of how you've revised your thinking based on your experiences, etc.)
<b>Week 6</b> Sep 28 or 29	•	Due [date] <b>Submit Reflection #2</b> due on ePortfolio
Sep 30 or Oct 1		Due [date] <b>Data Collection must be submitted no later than this date</b>  <b>Add</b> example to ePortfolio (this might include an image or an example of your on-site work)
<b>Week 7</b> Oct 5 or 6		Due [date] <b>Submit</b> Midterm ePortfolio with midterm reflection and at least ten examples that are fully described.
Oct 7 or 8		Due [date]
<b>Week 8</b> Oct 12 or 13	<b>No Class: Individual Meetings about ePortfolio</b>	Due [date]
Oct 14 or 15	<b>No Class: Individual Meetings about ePortfolio</b>	Due [date]

Date	Class Activity	Assignments
<b>Week 9</b> Oct 19 or 20		Due [date] <b>Add</b> example to ePortfolio (this might include an image or an example of your on-site work)
Oct 21 or 22		Due [date]
<b>Week 10</b> Oct 26 or 27		Due [date] <b>Submit Reflection #3</b> on ePortfolio
Oct 28 or 29		Due [date]
<b>Week 11</b> Nov 2 or 3		Due [date]
Nov 4 or 5		Due [date] <b>Add</b> example to ePortfolio (this might include an image or an example of your on-site work)
<b>Week 12</b> Nov 9 or 10		Due [date]
Nov 11 or 12		Due [date] <b>Add</b> example to ePortfolio (this might include an image or an example of your on-site work)
<b>Week 13</b> Nov 16 or 17		Due [date] <b>Submit Reflection #4</b> to ePortfolio
Nov 18 or 19		Due [date] <b>Submit Content Contribution</b> to ePortfolio no later than this date
<b>Week 14</b> Nov 23-27-Thanksgiving Break, No Class		
<b>Week 15</b> Nov 30 or Dec 1	•	Due [date] Complete final presentation materials  <b>Add</b> example to ePortfolio (this might include your own work in preparing for the presentation)
Dec 2 or 3	<ul style="list-style-type: none"> <li>• Discuss finishing up ePortfolio and final reflections</li> <li>• Complete last-minute presentation fixes</li> </ul>	Due [date] <b>Organize</b> folder of data, content, products, and other materials for use in CODE320

Date	Class Activity	Assignments
	<ul style="list-style-type: none"> <li>Practice presenting</li> </ul>	
<b>Week 16</b> Dec 7 or 8		Due [May 5]
<b>SAVE THE DATE!! CODES Fall Showcase Tuesday, December 8, 4:30-6:30</b>		
Dec 9 or 10	<ul style="list-style-type: none"> <li></li> </ul>	<b>Complete</b> Final ePortfolio
<b>Finals Week</b>	You can choose to have an ePortfolio meeting with them this week if you would like	

## Major Assignments

Your goal this semester is implementing your project. You will attend as many as eight visits, where you may conduct research, run a program, or organize events. Being present and professional for each of your visits is an even more important part of this semester than it has been before. All of your assignments are designed to support the implementation of your project.



### Reflections

4 @ 350-400 words

You will write reflections about your work to consider how you are building a relationship with partners and community members, your progress on the project, etc. Reflections may also include synthesizing readings or research with your experiences. Reflections should be submitted on your ePortfolio.



### Semester Proposal

1 @ 250 words

You will work with other members of your group to determine how you will contribute to your work this semester. Your proposal, written collectively, will explain what data you will collect, what role you will take on in the project, and what content you will contribute. Your section should be 250 words.



### Data Collection

1 @ variable length

You will collect and curate a **dataset** that will help you implement your project using methods learned in other CODES courses. Data may include archival research, annotated bibliographies, interviews, ethnographies, oral histories, surveys, focus groups, or scientific experiments.



### Content Contribution

1 at variable length

This is the semester where you do the work: launch the program, build the exhibit, or host events. Your contribution to that work will include a **content** contribution, for your part of an exhibit, your content on a digital map, your plan for a learning activity, or your run of show for an event.



### Team Presentation at Fall Showcase

8 to 10 minutes

Your final presentation should be 10-15 minutes with slides. You will summarize your research question, and each student will briefly discuss their data collection and content contributions. Explain what you implemented and what you learned from the process. Reflect on what went well and what you would do differently. End with a summation of your plans for polishing and disseminating your work in CODE 320.

## Your ePortfolio and Your Grade

We will use an ePortfolio with examples of your work to give you ownership over your learning. You set goals for the course and choose the corresponding grade you plan to earn. If you achieve your goals and meet participation expectations, you will earn your chosen grade.

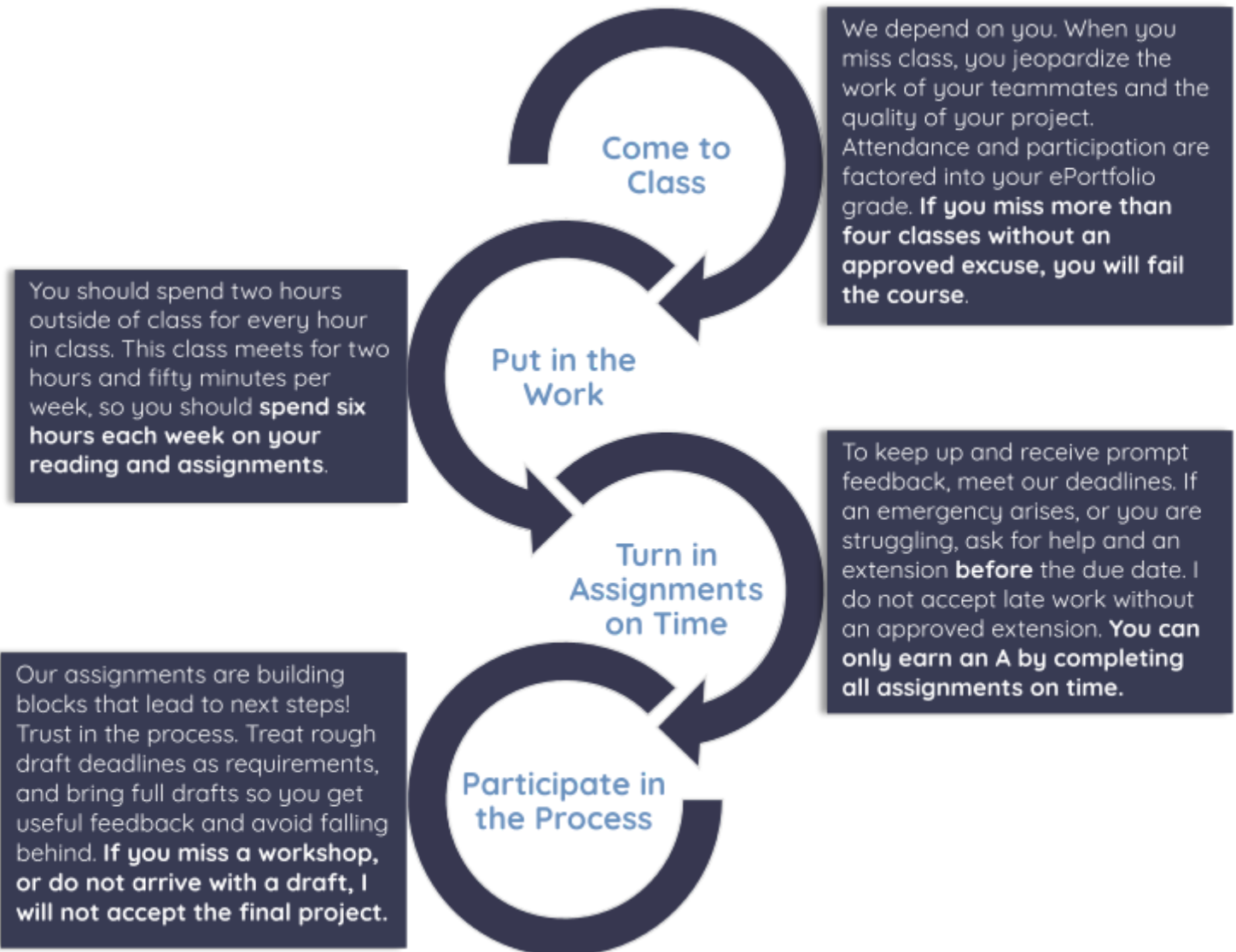
### Steps to Completion

- 1 In your ePortfolio, you will describe what you want to learn and what you'll do to gain your knowledge by identifying five goals based on the CODES Learning Outcomes. You decide how much weight you want to give to each goal.
- 2 Add examples of your learning to your ePortfolio right away. You need one example for each 5% of your grade. The smallest ones are the best: images of a paragraph rewrite or the timestamp of an excellent video transition. I will give you rubrics and comments on your work, so choose examples that show how you applied feedback.
- 3 At midterm, you will complete a summary reflection and meet with me to discuss your progress toward your planned grade. We may decide you'll need to adapt your ePortfolio to achieve your goals by semester's end.
- 4 You will complete a final reflection, and I will assign your final grade based on how well you demonstrated your learning in the ePortfolio. You also must meet those basic expectations of class participation and citizenship to earn the grade you want.

### Participation Expectations, or to Earn an...

- |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | <ul style="list-style-type: none"><li>• Misses two classes or fewer, or makes up excused absences</li><li>• Completes all readings on time and annotates them thoroughly</li><li>• Contributes deeply to discussions</li><li>• Completes <b>all</b> assignments <b>and meets deadlines</b> or has approved extension</li><li>• Work shows engagement, care, effort, and growth</li><li>• Abides by the CODE of Conduct and classroom norms</li></ul> |
| B | <ul style="list-style-type: none"><li>• Misses three classes or fewer, or makes up excused absences</li><li>• Completes and annotates most readings</li><li>• Often participates in discussion</li><li>• Completes <b>all</b> assignments <b>and meets deadlines</b> or has approved extension</li><li>• Work shows care, effort, and growth</li><li>• Abides by the CODE of Conduct and classroom norms</li></ul>                                   |
| C | <ul style="list-style-type: none"><li>• Misses four classes or fewer, or makes up excused absences</li><li>• Completes most readings</li><li>• Sometimes adds to discussion</li><li>• Completes <b>all</b> major assignments, and meets most draft deadlines</li><li>• Meets minimal expectations on assignments; shows some growth</li><li>• Abides by the CODE of Conduct and classroom norms</li></ul>                                            |

## How to Succeed in this Class



## Need Some Additional Support?

### Access

Seek accommodations for your classes when faced with life impairments.

### Counseling

Make a mental health appointment and sign up for the online service, Timely Care.

### Learning Support

Visit the writing or tutoring centers for help with your coursework.

## Writing Tools

I suggest downloading Microsoft Office to your computer and using that to write drafts, or, better yet, start on paper! Getting used to the professional technologies and workflows of college can be a challenge, so ask if you need help! Create a digital folder for each of your courses and organize files by assignment name; save them on your computer or a cloud file. Save versions by adding the date to the end (e.g. CODE121\_DP1\_20230825.docx). Upload your assignments to your ePortfolio so you can link to them as examples of your work. Do NOT draft in WordPress though!

## My Feedback

You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my feedback on the rubric. Read it; use it to revise! You can always submit a new version of an assignment on the ePortfolio as an example of your growth and development. THAT is the way to a stellar grade in this class. Remember Blackboard's phone app has limited functionality; your detailed comments are available when viewing Blackboard on a web browser.

## Policies



### CODE of Conduct

When you accepted your scholarship, you agreed to the [CODE of Conduct](#). The CODE of Conduct requires you to practice justice, equality, and compassion in your interactions with other students, SIUE faculty and staff, and members of the community with whom we interact. Be open to conversation, acknowledge and appreciate cultural differences, and try to assume the best intentions of others. The CODE of Conduct also asks you to dedicate your time to learning for learning's sake. Just like in our community interactions, the classroom is a place of collaboration and trust. Do your part to help our classroom community thrive. Push yourself to try hard things, approach your work with interest and curiosity, and interact with others with an open heart and mind.



### Use of Devices

As a CODE Scholar you are forming a digital identity and seeking to understand your role in a culture that takes shape through face-to-face and digital interactions. Good digital citizens devote their attention to the right people, things, and tasks at the right times. When you are in class and your classmates or your instructor require your attention, focus on them with earbuds and headphones off, phones off, and laptops closed. If you are doing collaborative work that requires technology, then you may have computers or phones out. Be savvy (and respectful enough) to know the difference. Also, show empathy and care to members of our CODES community in all digital environments by not making fun of, bullying, or disrespecting students or faculty on messaging platforms or social media.



## Plagiarism and Academic Integrity

Plagiarism is the use of another person's words or ideas without credit. A project with your name on it signifies that you are the author—that the wording and ideas are yours, with exceptions indicated by quotation marks and citations. You should adhere to [x style guidelines](#) to avoid plagiarizing. In the [Academic Dishonesty Policy](#), SIUE specifically states that: “The University recognizes plagiarism as a serious academic offense. Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source, or it may consist of presenting oral or written course work prepared by another as one's own.”

**Students who plagiarize are in danger of failing the course and will be reported to the Provost's Office—no exceptions.**



## Artificial Intelligence

We will have opportunities to practice AI usage in appropriate situations. AI is not appropriate when an assignment's goal is to help you develop skills of reflection and critical thinking. Using AI to complete assignments without permission falls under the university's academic dishonesty policy. **If you use AI without permission, your assignment will not be accepted, and you will be reported to the Provost.**



## Additional University Policies and Resources

Visit this [resource site](#) for current University services related to:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches