



## COURSE SYLLABUS

# Academic Social Responsibility (ASR), 7.5 credits

*Academic Social Responsibility (ASR), 7,5 högskolepoäng*

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<b>Course Code:</b> LASR29	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Director of Education May 24, 2019	<b>Disciplinary domain:</b> Social sciences
<b>Valid From:</b> Autumn 2019	<b>Subject group:</b> PE1
<b>Version:</b> 1	<b>Specialised in:</b> A1N
	<b>Main field of study:</b> Education

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### Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- identify the key characteristics of academic social responsibility (ASR)
- recognize relationships between education and major societal issues
- distinguish the characteristics and affordances of different genres and modalities of public communication

Skills and abilities

- articulate ways in which ASR can be a mechanism for social change both (i) within university education and research, and (ii) society at large
- express how the work of the student and/or the student's institution is relevant to social issues including integration, racism, migration, poverty, gender equality, multilingualism, and ecological sustainability
- select one or more appropriate genre(s) and modality/ies for communicating with specific stakeholders about a locally relevant social issue
- produce or implement appropriate public communication with specifically identified stakeholders
- apply communicative strategies for engaging stakeholders with controversial topics
- select one or more appropriate course/s or institutions and analyse and discuss issues of identity representations in course materials, student, faculty and administration

Judgement and approach

- assess self-awareness about the relevance of the work of the student and/or the students' institution for specific social issues
- devise a concrete plan for engaging with locally situated stakeholders (including the sector of higher education and research) about specific social issues using selected genres and modalities

### Contents

- Key concepts for addressing how academia can engage with social issues like integration,

racism, migration, poverty, and sustainable multilingualism

- Key theoretical principles for understanding contemporary perspectives on social/national and personal identity representation
- Approaches to facilitating dialogues about controversial social issues with diverse stakeholders
- Engaging strategically with the public and universities using genres such as social media, briefs/white papers, roleplay, infographics, blogs, video, among others

### **Type of instruction**

An e-learning platform is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

### **Prerequisites**

General entry requirements and a bachelor's degree or professional qualification (from an accredited university) of at least 180 ECTS credits with a minimum of 90 credits in educational sciences, social sciences, or related field, including independent, theoretical based work, i.e. a thesis or the equivalent. Proof of English proficiency is required. Exemption is granted from the requirement in Swedish.

### **Examination and grades**

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course.

The examination is based on instruction and course literature.

### **Forms of examination:**

- Ongoing oral and written submissions at and between course sessions (1.5 hp of course; graded pass/G or fail/U)
- A final written project consisting of a strategic communication plan for ASR, implementation of a component of the plan, and a reflective self-assessment about the implementation (5 hp; graded A-F)
- A reflective assessment of one other participant's final written project (1 hp; graded as pass/G or fail/U)

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.

The final grade of the course is issued only when all course examination/units have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt. If a student has failed the same examination three times, the student is entitled to request that the next examination be assessed and graded by a new examiner. The decision to accept or reject such a request is made by the vice dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Examination	7.5 credits	A/B/C/D/E/FX/F

### Course evaluation

The instruction is followed up throughout the course. At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student representative/student representatives (course developer/s). The evaluation, which is published on the relevant e-learning platform and submitted to the administration, is to function as a basis for future improvements to the course.

### Course literature

#### Obligatory Literature

##### **Textbook:**

Stachowicz-Stanusch Agata, & Amann, Wolfgang (Eds.) (2018). *Academic social responsibility*. Charlotte, NC: Information Age.

##### **Articles and Papers:**

Albareda Tiana, Silvia & Alférez Villarreal, Azul (2016). A Collaborative Programme in Sustainability and Social Responsibility. *International Journal of Sustainability in Higher Education*, 17(5), 719-736.

Anderson, Allison (2012). *Unsustainable development: The missing discussion about education at Rio+20*. Center for Universal Education, The Brookings Institution. <https://www.brookings.edu/wp-content/uploads/2016/06/Unsustainable-Development-The-Missing-Discussion-about-Education-at-Rio-20.pdf>

Awasthi, Lava D (2015). Interacting with politicians and policymakers. In Francis M. Hult & David Cassels Johnson (Eds.) *Research methods in language policy and planning: A practical guide*. (pp. 244-247). New Jersey: Wiley-Blackwell.

Bagga-Gupta, Sangeeta (2018). Going beyond “single grand stories” in the language and educational sciences. A turn towards alternatives. *Aligarh Journal of Linguistics*, 8, 127-147.

Bagga-Gupta, Sangeeta (2007). Aspects of diversity, inclusion and democracy within education and research. *Scandinavian Journal of Educational Research*, 51(1), 1-21.

Bagga-Gupta, Sangeeta & Rao, Aprameya (2018). Linguaging in digital global South-North spaces in the twenty-first century: Media, language and identity in political discourse. *Bandung: Journal of the Global South*, 5(3), 1-34. <https://rdcu.be/NbDk>

Bagga-Gupta, Sangeeta., & Messina Dahlberg, Giulia (2018). Meaning-making or heterogeneity in the areas of language and identity? The case of translanguaging and nyanlända (newly-arrived) across time and space. *International Journal of Multilingualism*, 15(4), 383-411.

Brownlie, Siobhan (2018). Using cultural categories for opposition and brokering in conflict mediation. *Language and Intercultural Communication*, 18(1), 90-106.

Camacho, Danielle J. & Legare, Jill M (2018). Sustainability programs in business, universities, and K-12: Educating students and leaders toward a sustainability mindset. *Journal of Instructional Research*, 7, 100-107.

Chile, Love M. & Black, Xavier M (2015). University-community engagement: Case study of university social responsibility. *Education, Citizenship and Social Justice*, 10(3), 234-253.

Cho, Moonhee, Furey, Lauren D & Mohr, Tiffany (2017). Communicating corporate social responsibility on social media: Strategies, stakeholders, and public engagement on corporate Facebook. *Business and Professional Communication Quarterly*, 80(1), 52-69.

De Fina, Anna (2016). Storytelling and audience reactions in social media. *Language in Society*, 45(4), 473-498.

Field, Rebecca F (2015). Interacting with schools and communities. In Francis M. Hult & David Cassels Johnson (Eds.) *Research methods in language policy and planning: A practical guide*. (pp. 235-239). New Jersey: Wiley-Blackwell.

Hoss Jameson, Haley (2018). Reframing dance appreciation and dance history to teach social responsibility. *Journal of Dance Education*, 18(3), 126-130.

Hult, Francis M (2018). Engaging pre-service English teachers with language policy. *ELT Journal*, 72(3), 249-259.

Jones, Rodney H (2015). Generic intertextuality in online social activism: The case of the It Gets Better project. *Language in Society*, 44(3), 317-339.

King, Kendall (2015). Making media appearances. In Francis M. Hult & David Cassels Johnson (Eds.) *Research methods in language policy and planning: A practical guide*. (pp. 248-252). New Jersey: Wiley-Blackwell.

Kingston, Lindsey N, MacCartney, Danielle & Miller, Andrea (2014). Facilitating student engagement: Social responsibility and freshmen learning communities. *Teaching & Learning Inquiry*, 2(1), 63-80.

Leighton, Ralph & Nielsen, Laila (2019). Theorizing young people's perceptions of their citizenship identity. In José A. Pineda-Alfonso, Nicolás De Alba-rnández & Elisa Navarro-Medina (Eds.) *Handbook of research on education for participative citizenship and global prosperity* (pp 537-550). Hersey: IGI Global.

Lindberg, Ylva & Bagga-Gupta, Sangeeta (2019, in press). Naming and making (in)visible (dis)ability. Constructs in the daily press across time in the nation-state of Sweden. In Sanjay Ranade, Mathew Martin, Daivata, C. Patil & Sangeeta Bagga-Gupta (Eds.) *Dis/ability communication: A collection of research papers and essays*. Mumbai University, India.

Lo Bianco, Joseph (2017). Foreword. In Sangeeta Bagga-Gupta, Aase L. Hansen & Julie Fielberg (Eds.) *Identity revisited and reimagined. Empirical and theoretical contributions on embodied communication across time and space*. (vii-x). Rotterdam: Springer.

Lo Bianco, Joseph (2016). *Conflict, language rights, and education: Building peace by solving language problems in Southeast Asia*. LPREN Brief.  
<http://www.cal.org/lpren/pdfs/briefs/conflict-language-rights-and-education.pdf>

Lypka, Andrea Eniko (2018). Infusing participatory digital service-learning to deepen community-engaged professional excellence: Triumphs and challenges. *Reading Matrix: An International Online Journal*, 18(2), 77-93.

Plungpongpan, Jirawan, Tiangsoongnern, Leela & Speece, Mark (2016). University social responsibility and brand image of private universities in Bangkok. *International Journal of Educational Management*, 30(4), 571-591.

Rasmussen, Joel (2017). 'Welcome to Twitter, @CIA. Better late than never': Communication professionals' views of social media humour and implications for organizational identity. *Discourse & Communication*, 11(1), 89-110.

Reyes, Iliana, Da Silva Iddings, Ana Christina & Feller, Nayalin (2016). Building relationships with diverse students and families: A funds of knowledge perspective. *Journal of Early Childhood Literacy*, 16(1), 8-33.

Rymes, Betsy & Leone, Andrea R (2014). Citizen sociolinguistics: A new media methodology for understanding language and social life. *Working Papers in Educational Linguistics*, 29(2), 25-43.

Rickford, John R (2015). Participating in policy debates about language. In Francis M Hult & David Cassels Johnson (Eds.) *Research methods in language policy and planning: A practical guide*. (pp. 240-243). Wiley-Blackwell: New Jersey.

Schultz, Madeleine. (2014). Teaching and assessing ethics and social responsibility in undergraduate science: A position paper. *Journal of Learning Design*, 7(2), 136-147.

Szlyk, Hannah Selene. (2018). Fostering independence through an academic culture of social responsibility: A grounded theory for engaging at-risk students. *Learning Environments Research*, 21(2), 195-209.

Weckström, P. & Bagga-Gupta, S. (2019, in press). Meeting places and conditions for participation and inclusion: Developments of multidimensional collaborations between sectors in the nation-state of Sweden. In Sanjay Ranade, Mathew Martin, Daivata, C. Patil & Sangeeta Bagga-Gupta (Eds.) *Dis/ability Communication. A collection of research papers and essays*. Mumbai University, India.

#### Reference literature

Carroll, Brian (2017). *Writing and editing for digital media* (3rd ed.). London: Routledge.

Smith, Ronald D (2016). *Becoming a public relations writer* (5th ed.). London: Routledge.

#### **Citing Sources – How to Create Literature References**

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

#### **The Interactive Anti-Plagiarism Guide – Jönköping University**

Information about plagiarism at higher education institutions

<http://pingpong.hj.se/public/courseId/10565/publicPage.do>

Also available in the course event on the e-learning platform PING PONG