



COURSE SYLLABUS

Academic Social Responsibility (ASR), 7.5 credits

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

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. <http://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