

Green Corridor: Environmental Gateway to Canada  
27-385-01, Room 135 LeBel Building  
Winter 2010, Tuesday, Thursday 4:00 – 6:50



---

Instructors: Rod Strickland, Noel Harding  
Office: 133-B, LeBel, Office hours: Tuesday 3:00-4:00  
Tel: 253.3000 ext.2849, email: [strickl@uwindsor.ca](mailto:strickl@uwindsor.ca),

### Course Description

Green Corridor is a project-based studio course. Students work in cross-disciplinary teams on existing projects and new student driven initiatives. Students work from their area of study (example: art, business, communications, science, engineering) to support their teams research, development and realization of projects.

Teams are encouraged to work with community partners such as urban planners, architects, environmental groups, scientists, artists, high school educators, corporate stakeholders, civil engineers, CAW members, politicians, and community interest groups to assist in the realization of their projects.

This course supports the Green Corridor Project in creating a 2-kilometer environmentally aware art and science Gateway to Canada located in the University of Windsor Community.

Areas of investigation during the course include:

- art in public spaces,
- social and political functions of public art in contemporary culture,
- the public creative process,
- community leadership, the building of community capacity,
- environmental awareness.

The course program provides opportunities for students to develop skills in creative team dynamics and problem solving.

Teaching evaluations for this course will be held within the last two weeks of class.

Learning goals

- To expose students to a variety of contemporary public art practices
- To expose students to a variety of research methods and learning styles inherent in interdisciplinary research approaches.
- To expose students to a collaborative/team approach to creative practice.
- To gain practical and applied experience by working within a public project.
- To apply creative studio principles and research methods in a practical application while working within a creative team.
- To explore critical seeing and interpretation of the world, to perceive problems and take action towards them.
- To extend the students' understanding of art's civic and social role in a real world context.

#### Learning outcomes:

- To successfully demonstrate the ability to work within a creative interdisciplinary team of individuals toward a common goal.
- To recognize the importance of community based research and developments.
- To demonstrate a capacity for flexibility, versatility, risk taking and experimentation.
- To demonstrate an understanding of the public art process as it relates to current social, political, and economic realities.
- To demonstrate the ability to imagine roles as both artists and creative leaders within contemporary culture and society.
- To demonstrate professional public presentation skills

#### Student Requirements

1. Project participant profile
2. Contributions to Team Legacy Reports
3. Field Work
4. Public Events
5. Weekly Blog

#### 1. Project Participant Profile

Students are required to submit before the second-class meeting a profile form. This form is found online in the [Class Resource](#) section of the Green corridor Web site Green Corridor

#### 2. Legacy Reports

Project Legacy Reports are ongoing reports that build on the previous research toward the realization of the final project. Each semester the student team assigned to that project creates a chapter for the report. The chapters address the goals that are outlined for the semester, the research, public and fundraising contributions made by each of the team members. **\*Reports are to be submitted in both hard copy and on CD.**

#### 3. Field Work

The Green Corridor projects involves community based research and communication with community organizations. All communication must be conducted in a professional manner.

#### 4. Public Events

The Green Corridor class will initiate and be involved in public events throughout the semester. Students will be expected to be involved in the planning, hosting, attending, and clean up of these events. Some of these events will be held outside of class time.

#### 5. Weekly Blog Entries

Each team will contribute 10 blog entries to the Green Corridor Website throughout the semester. These entries will journal the progress of each team's project for the public. Each team member will contribute to

A blog entire will be 100 - 200 words and must include one or two images.

#### Personal Journal:

- Records of your participation in the Legacy report, Field Work and Public Events
- Research notes
- Weekly meeting notes including: discussion notes, guest speakers, to do lists, idea sketches etc.

GRADING SCHEME – Final grades will conform to the mark ranges shown below:

A+	100-90	B+	79.9-77	C+	69.9-67	D+	59.9-57	F	49.9-35
A	89.9-85	B	76.9-73	C	66.9-63	D	56.9-53	F-	34.9-0

FASS Grading Guidelines

Instructors in large enrolment lower level classes should grade so that the “average” grade, or the expected performance of the average student, is within the “C” range. As a guideline, in 100 and 200 level classes with initial enrolments of at least 50 students no more than 50% of the final grades should be "As" and "Bs" (taken together).

The grading in all sections of multi-section courses should be consistent

1. Differences in the percentage of “As” and “Bs” together normally should not exceed 10 percentage points. This should also be the case with “Ds” and “Fs”.
2. Section grades should not be posted until they are reviewed by the Chair/Head; in case of serious discrepancies section instructors should be encouraged to achieve grade consistency.

At any level and in any size undergraduate class, normally there should be fewer grades in the “A” range (“exceptional”) than in the “B” range (“Good”).

FASS Plagiarism Policy

Plagiarism is a serious academic offense because it dishonestly and fraudulently uses someone else’s work as one’s own. Students are to be evaluated on the basis of their own original work. In the preparation of essays, papers, reports, and any other types of assignments, students must necessarily rely on the work of others. However, it is imperative that the source of any ideas, wording, or data obtained from others be disclosed and properly acknowledged by citations, quotation marks, and bibliographic references in the proper format. Using the work of others without acknowledgement is plagiarism. Plagiarism includes, but is not limited to:

3. Using a passage or passages of any length from published or unpublished work of others without placing the passage(s) in quotation marks (or using indentation for long quotation(s)) and acknowledging their source;
4. Submitting work as original when that work also has been or is currently being submitted for another course, unless prior permission has been given in writing;
5. Copying material, for example, from the Internet, or purchasing material and submitting it as one’s own;
6. Submitting work completely or largely identical to that of other students, unless group work and joint submissions are explicitly permitted by the instructor.

In cases of plagiarism, the instructor assigns a grade of 0 (F-) to the work in question. This will be decided in consultation with the AAU head or designate. If an instructor determines that plagiarism has occurred, the student shall be informed and the case reported to the Executive Dean of the College. Disciplinary proceedings may be initiated pursuant to Senate Bylaw 31, which could result in suspension or expulsion from the University in cases of repeated plagiarism. Students will not be allowed to re-write or re-submit work to compensate for grades assigned as a result of plagiarism. Students can appeal a plagiarism grade to the AAU head or designate and/or to the Administrative Dean of Student and Academic Services, and ultimately to a judicial review panel at the University.