

Columbia College
Community Development and Advocacy (HSPD 250)
Lecture 1
Course Outline

Semester Dates: May 25, 2015 – June 27, 2015

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Lynn Burnett, M.Ed.

Email: lynnb@columbia.ab.ca

Class Time: 5:30pm – 9:30 p.m. (Tue/Thur)

Room: 805-119

Credit: 3

Prerequisite: None

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Course Description:

The purpose of this course is to enable students to acquire the skills needed to participate in achieving constructive social change through the process of community involvement and advocacy. Both theories and practical applications will be discussed with a focus on the values of community work and power, and how social structures are developed, maintained and changed. Students will be encouraged to actively engage in community involvement for this course.

Learning Outcomes:

As a result of active participation in these sessions, a student can expect to:

- Understand and explain the social, physical, and political needs that communities serve.
- Describe different types of communities and the functions that they serve.
- Distinguish between the top-down and bottom-up approaches to community development.
- Identify the main features of community development and practice.
- Identify, explain and apply the factors that can have a positive or negative effect on communities.
- Describe three perspectives on community organizations, including policy and administration, community development, and types of community organizations and analyze the implications of this information.
- Describe the general systems theory and the implications of this perspective for building relationships in community practice.
- Understand the different ways to get involved in the community.
- Describe community development as a process and assess the role played by the professionals in this process.
- Identify and explain the various skills, strategies, and approaches needed in community work. Compare and contrast the three different categories of community intervention.
- Identify and evaluate the effectiveness of the four major types of relationships in community practice.
- Identify ways of managing a conflict within groups in communities.
- Identify the main components of a community development approach to social welfare.

Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

Required Textbooks and Equipment:

Brown, J. & Hannis, D. (2012). *Community Development in Canada* (2nd ed.). Toronto, ON: Pearson Canada Inc.

Haig, J., MacMillan, V., Raikes, G., (2014). *Cites & Sources – An APA Documentation Guide, Fourth Edition*. Toronto, ON: Nelson Education Ltd.

Recommended Readings and Resources:

Students may access these sources from the College and from home.

ProQuest Nursing and Allied Health, Canadian Business and Current Affairs, and Canadian Newsstand

- <http://proquest.umi.com/login>
Username: cc-library
Password: welcome

GALE InfoTrac Custom Journals

- <http://infotrac.galegroup.com/itweb/calg145?db=SP00>
Password: cclibrary09

Further Recommended Readings and Resources:

Homework Assignment Due for the First Class:

- Read this syllabus and prepare to discuss in class.
- Read chapters 1 and 2 in your text, *Community Development in Canada* (2nd ed.).
- Write down at least three (3) questions from the assigned readings that you would find beneficial to discuss in class.
- Prepare for a quiz on the assigned Chapter readings.

Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Quizzes	Classes 1 through 8	20%
Reflective Learning Summary	Classes 1 through 8	20%
Reflective Paper #1	Class 4	15%
Reflective Paper # 2	Class 8	15%
Final Project	Class 10	30%

Please note that all homework and assignments are due at the beginning of each class.

Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5%. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

Requesting an Examination Deferral:

If you are requesting an exam to be deferred, you must submit an Application for *Deferred Examinations form (SSPP-F012)* to the Department Chair **within 48 hours of the missed examination date and time**. Applications for deferred examinations will only be considered due to medical or personal emergency. A medical certificate or other appropriate documentation may be required. This form is available on Columbia's website, Bldg. 802-Main Office and from Department Chairs.

Attendance Requirements:

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

Academic Integrity:

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

Student Conduct:

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)* and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

Important Dates:

Description	Date
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Students must be on time as they will not be permitted to enter once the exam has started.</u> Exam dates, times, and location are posted by the main office Bldg. 802 and by the library in Bldg. 4. <u>It is the student's responsibility to check this exam posting.</u>

Appeals:

Please refer to the *Student Appeal Policy (ADM-P177)*.

Students with Temporary or Permanent Disabilities:

Students with temporary or permanent disabilities may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Disability Services by making an appointment with a Disability Services Advisor – Main Office – Bldg. 802 or emailing disabilityservices@columbia.ab.ca. The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

Student Support:

Students should be aware that Life Coaching, Career and Disability Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
1	<ul style="list-style-type: none">• Introduction and course overview• Importance of Community• Introduction to Community Development	<ul style="list-style-type: none">• Chapters 1 & 2
2	<ul style="list-style-type: none">• History of Community Development	<ul style="list-style-type: none">• Chapter 3
3	<ul style="list-style-type: none">• Perspectives on Community Development• Building Relationships with the Community• Community Guest Speaker	<ul style="list-style-type: none">• Chapters 4 & 5
4	<ul style="list-style-type: none">• Perspectives on Community Development• Building Relationships with the Community	<ul style="list-style-type: none">• Chapter 6• Reflective Paper #1 Due
5	<ul style="list-style-type: none">• Skills for Working in Communities• Canadian Case Studies	<ul style="list-style-type: none">• Chapter 7 & 8
6	<ul style="list-style-type: none">• Aboriginal Community Development• Community Guest Speaker	<ul style="list-style-type: none">• Chapter 9
7	<ul style="list-style-type: none">• International Community Development• Community Guest Speaker	<ul style="list-style-type: none">• Chapter 10
8	<ul style="list-style-type: none">• Social Welfare and the Future of Community Development	<ul style="list-style-type: none">• Chapter 11• Reflective Paper #2 Due
9	<ul style="list-style-type: none">• Review	<ul style="list-style-type: none">•
10	<i>Final Exam - Project – 3 hrs.</i>	<ul style="list-style-type: none">•

Appendix 1 Assignment Outlines

Reflective Paper 1 & 2

Due: Class 4 and 8

Weight: 30% (15% each)

Evaluation: Rubric provided

For each reflective paper, utilize Community Guest Speaker information and/or in class group presentation information regarding community services to complete each reflective paper of 900-1200 words covering: Introduction, Main Body Summary and Conclusion.

For reflective paper # 1: Choose 1 case study reviewed during classes 1-3 and describe the general systems theory and the implications of this perspective for building relationships in community practice. Include 2-3 references written in APA format. You can use both ProQuest and Gale as sources for your references. Students will be evaluated according to the attached Reflective Paper Rubric.

For reflective paper # 2: Reflect on either *Aboriginal Community Development* or *International Community development*. Describe your chosen topic (what it is), and state why you have chosen this topic. Please provide examples for the community development you have chosen, and implications of this perspective in your community practice. Include 2-3 references written in APA format. You can use both ProQuest and Gale as sources for your references. Students will be evaluated according to the attached Reflective Paper Rubric

Reflective Learning Summary

Due Date: Each class from classes 1 through 8.

Weight: 20% (2.5% per reflective learning summary in class)

Students will be expected to respond to a Reflective Learning Summary assigned by the facilitator, administered during the last 30 minutes of the class to determine what you have learned during the class and your readings. If you are absent from the reflective learning summaries, you will receive a “zero”. You may appeal the decision by following the Appeal Policy and submitting your request to the Registrar’s office.

Daily Quizzes

Due Date: Each class from classes 1 through 8.

Weight: 20%

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded quiz based on these reading assignments

Final Exam – Project: Starting a Community Development Organization

Due Date: Class 10

Weight: 30%

Evaluation: Rubric provided

This will be a take home exam paper to be submitted by email to your facilitator due class 10 by midnight (11:59pm). It’s your responsibility to ensure that the facilitator receives your project. The paper must have a minimum length of 1200 words (excluding the cover page and the reference page), use APA standards, and contain at least four references from sources like ProQuest and Gale, in addition to the course text. Students will be evaluated according to the attached General Essay Rubric.

1. Name your organization and why are you interested in this organization?
2. What is the mandate of this organization (state your mission statements and objectives)?
3. Outline a basic structure of your organization?
4. Choose a theory (from your textbook) to guide your organization; why choosing this theory?
5. What population will you serve, why and for what needs?
6. What challenges and benefits of this organization?

**Appendix 2
Assignment Rubrics**

**Columbia College
Reflective Writing Rubric
Last Revised: March 2014**

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
Skills	5	4	3	2	1
Depth of Reflection	<ul style="list-style-type: none"> Reflection reveals a thorough insight of the subject matter with the student digging deeply to present well thought-out reflections. 	<ul style="list-style-type: none"> Reflection reveals insight into the subject matter. Often there are thoughtful statements. 	<ul style="list-style-type: none"> Reflection reveals a basic understanding of the subject matter with an effort at reflection. At times, reflective statements are evident. 	<ul style="list-style-type: none"> .Reflection is limited. The writer produces some basic understanding of the subject matter. 	<ul style="list-style-type: none"> Little to no reflection is present.
Use of Examples / Evidence	<ul style="list-style-type: none"> Uses specific and convincing examples to support reflective statements. 	<ul style="list-style-type: none"> Uses well-chosen examples to support reflective statements. A more convincing presentation would strengthen the response. 	<ul style="list-style-type: none"> Uses some examples to support understanding of the subject matter and reflections. 	<ul style="list-style-type: none"> Uses limited number of examples to support understanding of the subject matter. This seriously affects the integrity of the reflection process. 	<ul style="list-style-type: none"> Uses little to no examples.
Cohesiveness of Response	<ul style="list-style-type: none"> This reflection provides a clear picture of the student's thinking on this subject matter. Thoughts are presented in a good logical, convincing order. 	<ul style="list-style-type: none"> This reflection gives a good understanding of the student's thinking on this subject matter. Thoughts are usually presented in a clear and logical way. 	<ul style="list-style-type: none"> Most of the time this reflection provides an acceptable indication of the student's thinking on this subject matter. Most of the time thoughts are presented in a sequential manner. 	<ul style="list-style-type: none"> This attempted reflection does not provide a clear picture of the student's thinking on this subject matter. Thoughts are often presented in an inconsistent and illogical order. 	<ul style="list-style-type: none"> This response is confusing and ideas do not tie together.

Skills	5	4	3	2	1
Conventions	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with essentially no errors. 	<ul style="list-style-type: none"> • Demonstrates control of the writing conventions with occasional errors. 	<ul style="list-style-type: none"> • Demonstrates some control of the writing conventions with errors that do not yet interfere with understanding. 	<ul style="list-style-type: none"> • Demonstrates limited control of the writing conventions with frequent errors that make understanding difficult. 	<ul style="list-style-type: none"> • Demonstrates little or no control of the writing conventions with errors that make understanding almost impossible.

Total out of 20:

Comments:

Columbia College
General Essay Rubric
 Last Revised: January 23, 2014

Student's Name	Course Code		Date		Facilitator/Evaluator's Name	
Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Focus of Essay & Thesis	<ul style="list-style-type: none"> • Well written thesis statement that states the main point of the essay. • The thesis statement reflects a clear opinion on the subject. 	<ul style="list-style-type: none"> • Thesis statement states the main point of the essay. • The thesis statement reflects an opinion the subject. 	<ul style="list-style-type: none"> • Thesis statement requires more development. • The thesis statement is not clear in demonstrating the opinion of the writer. 	<ul style="list-style-type: none"> • Thesis statement does not quite meet the requirements to be effective. • The thesis statement is confusing and unclear in terms of the opinion of the writer. 	<ul style="list-style-type: none"> • There is no thesis statement. • There is no opinion stated or the opinion stated is unrelated to the essay assignment. 	
Content Ideas & Analysis - Critical Thinking	<ul style="list-style-type: none"> • Displays extensive in-depth knowledge of the topic. Comprehends deeper meaning and relevance of topic. • Conveys insightful, original points of view. • Critically synthesizes and evaluates information. • Clearly supports statements made with evidence and examples. 	<ul style="list-style-type: none"> • Displays good knowledge of the topic. Conveys some original points of view. Comprehends meaning and relevance of topic. • Demonstrates careful analysis, synthesis and evaluation of information. • Clearly supports most statements with evidence and examples. 	<ul style="list-style-type: none"> • Displays adequate knowledge of the topic. Requires further exploration. • Demonstrates some analysis, synthesis and evaluation of information. • Supports some statements with evidence and examples. 	<ul style="list-style-type: none"> • Displays limited basic knowledge of the topic. • Explores topic inadequately, leaving areas unexplored. • Displays limited analysis, synthesis, and evaluation of information. • Most statements are unsupported. 	<ul style="list-style-type: none"> • Unable to display relevant understanding of the topic. No evidence of new knowledge. • Critical thinking not evident. • No evidence or examples are provided to support statements. 	

Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Style & Expression of Ideas	<ul style="list-style-type: none"> Conveys all ideas with originality and clarity. Shows sophisticated development of paragraph and sentence structure, with effective transitions within and between paragraphs. Uses rich, accurate and effective word choice 	<ul style="list-style-type: none"> Conveys most ideas with originality and clarity. In most cases shows well developed paragraph and sentence structure with effective transitions within and between paragraphs. Uses accurate and effective word choice. 	<ul style="list-style-type: none"> Conveys some ideas clearly. Shows some paragraph development and at times, awkward sentence structure. At times uses vague, ineffective word choice. 	<ul style="list-style-type: none"> Conveys few ideas clearly. Paragraph and sentence structure is often faulty. Uses vague, ineffective word choice throughout the essay. 	<ul style="list-style-type: none"> Most ideas are not conveyed clearly. Paragraphs lack focus and appropriate structure; sentence structures are simplistic, lacking development. Inadequate word choice. 	
Organization & Structure	<ul style="list-style-type: none"> Presents information in a consistently logical structure. Skillfully shapes introduction and conclusion. 	<ul style="list-style-type: none"> Presents information in a logical structure. Carefully constructed introduction and conclusion. 	<ul style="list-style-type: none"> Presents some of the information in a logical structure. Introduction and conclusion require further development. 	<ul style="list-style-type: none"> Presents information in a random manner, lacking in logical structure. Introduction and conclusion require redrafting. 	<ul style="list-style-type: none"> Presents poor overall organization, lacking logical structure. Essay does not have an introduction and conclusion. 	

Area	A (85% - 100%) 10.0 – 8.5	B (70% - 84%) 8.4 – 7.0	C (55% - 69%) 6.9 – 5.5	D (50% - 54%) 5.4 – 5.0	F (0% - 49%) 4.9 - 0	Score
Mechanics, Grammar, Professional Format	<ul style="list-style-type: none"> • Mainly error free. • Uses APA citation correctly. • Meets and exceeds all requirements for an excellent academic response. • Meets and exceeds all requirements of the assignment. 	<ul style="list-style-type: none"> • A few minor errors in usage, grammar, or mechanics. • Generally uses APA citation correctly. • Meets requirements for a well written academic response. • Meets requirements of the assignment. 	<ul style="list-style-type: none"> • Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper. • Uses APA citation inconsistently and with some errors. • Meets some requirements for an academic response. • Meets some of the requirements of the assignment. 	<ul style="list-style-type: none"> • Frequent errors in usage, grammar, and mechanics, interfering with the readability and meaning of the paper. • Use of APA citation contains many errors. Meets a few requirements for an academic response. • Meets few requirements of the question. 	<ul style="list-style-type: none"> • Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper. • Many errors in APA citation, demonstrating lack of citation knowledge. • Does not meet any requirements for an academic response. • Does not meet any requirements of the question. 	

Total Score out of 50:

Facilitator/Evaluator's Comments: