

**Intermediate Domestic Community Development**
**3 credits**

Class Information		Instructor Information		First day of classes:	Wed. Sep 9
Days:	TBD	Instructor:	Derek Cook, M.Sc., RSW	Last day to add/drop, or change to audit:	Sun, Sept 20
Time:	TBD	Email:	<a href="mailto:Derek.Cook@ambrose.edu">Derek.Cook@ambrose.edu</a>	Last day to request revised exam:	Fri, Nov 2
Room:	L2072*	Phone:	403-410-2913	Last day to withdraw from course:	Mon, Nov 20
Lab/Tut	NA	Office:	L2072	Last day to apply for time extension for coursework:	Mon, Nov 23
*Note: This course is a directed study. Students will meet in office or other agreed upon location.		Office Hrs:	By appointment	Last day of classes:	Wed. Dec 11

**Textbooks:**

- Brown, J. 2012. *Community Development in Canada*. Toronto: Pearson Canada Inc.
- Born, P. 2014. *Deepening Community: Finding Joy Together in Chaotic Times*. San Francisco: Berrett-Koehler Publishers Inc.

**Readings will be also assigned from the following: (on Reserve Shelf)**

- Fleras, A. 2010. *Unequal Relations: An Introduction to Race, Ethnic and Aboriginal Dynamics in Canada*. Toronto: Pearson Canada Inc.
- Phillips, R. and R. Pittman. 2015. *An Introduction to Community Development*. New York: Routledge Press.
- Sharma, R. 2012. *Poverty in Canada*. Toronto: Oxford University Press.
- Wilkinson, R. and K. Pickett. 2010. *The Spirit Level: Why Equality is Better for Everyone*. London: Penguin Books.

Assigned chapters from books on the reserve shelf in the library, news articles, guest speakers, simulation exercises and audio visual presentations will be used to supplement lectures and course materials.

**Course Description:**

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This course provides a foundation in community development theory and practice in the current Canadian context. Building on various theoretical understandings of community, a range of community development approaches will be explored to address key issues facing communities. The role of the community development worker will be examined to understand effective models of leadership and ethical practice.

### **Expected Learning Outcomes:**

It is the aim of the course that students will be able to:

- Apply various theories and approaches to understand the dynamics of contemporary Canadian communities and the role(s) of a community development worker.
- Articulate the nature and underlying causes of relevant issues facing Canadian communities, such as diversity and inclusion, housing, food security, income security etc...
- Understand the community development process and demonstrate competence in a variety of community development methods and skills, including community visioning, assessment, engagement, planning and evaluation, conflict resolution and reconciliation.
- Understand and apply various models of leadership in community development contexts.

Identify ethical issues and apply a framework for guiding ethical practice and making appropriate ethical decisions.

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### **Course Requirements:**

- Course Attendance and Participation (10%).
- Issue Paper or Book Review (20%).
- Short Assignments (20%)
- Major Project (50%).

### **Class Attendance and Participation (10%):**

As a directed study, students will meet with the professor weekly to discuss the readings and material. Therefore, attendance and participation in these weekly discussions will be a key component of learning throughout this course. Students are expected to attend each weekly meeting, having read assigned materials ahead of time and prepared to actively participate in these discussions. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let your instructor know in advance (via email) so that this can be taken into account, as absences from class will negatively impact a student's individual participation grade. Attendance at all classes is mandatory.

### **Issue Paper or Book Review (20%):**

Either:

- a) Research a particular community issue and prepare a short paper the nature of the issue, its underlying causes and its relevance to and manifestation in Calgary.

**or**

- b) Over the course of the Semester, choose a relevant book and write a review that summarizes the key points of the book, its relevance to community development and the content of the course, and

your personal reaction to the book that describes what it means to you in your ongoing development as a student or professional. Suggested books for review include:

- Block, P., W. Brueggemann and J. McKnight. 2016. *An Other Kingdom: Departing the Consumer Culture*. Hoboken, NJ.: John Wiley and Sons.
- Block, P., and J. McKnight. 2010. *The Abundant Community: Awakening the Power of Families and Neighbourhoods*. San Francisco: Berrett-Koehler Publishers Inc.
- Harder, C. 2013. *Discovering the Other: Asset-Based Approaches for Building Community Together*. Herndon, VA. The Alban Institute.
- McKnight, J. 1995. *Community and Its Counterparts*. New York: Basic Books.
- Ungar, M. 2018. *Change Your World: The Science of Resilience and the True Path to Success*. Toronto: Sutherland House.
- Wilkinson, R. and K. Pickett. 2010. *The Spirit Level: Why Equality is Better for Everyone*. London: Penguin Books.

### **Short Assignments (20%)**

Throughout the course four short practice-based assignments will be completed that will demonstrate technical competence in key practice areas. These assignments will contribute to the development of the major project.

### **Major Project (50%)**

The major focus of this course will be on the development of a community development project that addresses an area of need in or builds on the assets of the chosen community. The project should be structured as a formal proposal and include a discussion of the need / asset being addressed or developed, the rationale for the project linked to theory, the project goals, objectives and key activities, as well as a framework for monitoring and evaluation.

### **Submission of Assignments:**

All assignments may be submitted in hard or electronic copy with a cover page that includes the student's name and STUDENT ID #.

### **Attendance, Punctuality and Participation**

**Attendance:** As outlined in Appendix #2, failure to attend all classes will impact the grade out of 10%.

**Punctuality to class:** Class begins at 1:00 p.m. Please inform the professor via email if you will be late.

**Classroom etiquette :**

NA

**Active Participation:** Active participation means it will be obvious to the professor that you are engaging with the course material, that you are bringing insights from the readings into the discussion, and that you are trying to link course knowledge with everyday life. Active participation is judged as thoughtful input to the discussion.

## Evaluation:

Assignment Description	Due Date/ Accountability	Percentage of Grade
Class Attendance and Participation	End of term	10%
Issue Paper or Book Review	Mid-term	20%
Short Assignments (4 x 5 marks each)	Mid-term	20%
Major Project	End of Term	50%
<b>TOTAL</b>		<b>100%</b>

## Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

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During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### **Electronic Etiquette**

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### **Extensions**

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "**Course Extension**" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

### **Appeal of Grade**

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

# Appendix #1 Grading Rubric – Class Participation and Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<p><b>General Attendance (50%)</b> (Excludes certain excused absences such as Ambrose athletic teams' out-of-town games)</p> <p>Note: General attendance excludes the last six classes that are covered by the criteria below.</p>	Misses no more than one class (100%); misses two classes (85%)	Misses three classes (72%).	Misses four classes (60%)	Misses five or more classes (0%)
<p><b>Group Discussions and Contribution Quality (50%)</b> Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</p>	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

# Appendix #2 Grading Rubric

## Written Assignments (Issue Paper / Book Review; Major Project)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Purpose and Content (30%)</b>	The paper as a whole fully addresses the assignment's objectives. The paper is well-developed and supported by external sources and focuses on relevant details. There is a unified wholeness to the paper.	The paper as a whole largely addresses the assignment's objectives. The paper is mostly developed and supported by external sources. The paper largely focuses on relevant details, but is a little unfocused occasionally. The paper as a whole is mostly unified.	The paper as a whole misses some of the assignment's objectives. Several of the objectives are not well developed or lack clarity. The paper as a whole is not very unified.	The paper as a whole doesn't really get at the assignment's objectives. The study does not have a sense of direction and is often unclear. The paper as a whole is fragmented.
<b>Critical Thinking (25%)</b>	The paper thoroughly addresses the questions identified in the guide, as well as addressing additional factors. A broad set of external sources are used (documents, multiple organizational interviews) to support the case study and address complex issues.	The paper generally addresses the questions identified in the study guide. A moderate set of external sources to support the paper are used and address standard sets of issues.	The paper addresses some of the questions identified in the study guide. A limited set of external sources are used to support the study and somewhat address standard sets of issues.	The paper doesn't really address the questions identified in the study guide. A very limited set of external sources are used to support the study and barely address standard sets of issues.
<b>Voice and tone (15%)</b>	It sounds like I care about my paper as a whole. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but the paper as a whole could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
<b>Organization (15%)</b>	The paper as a whole is well organized and structured and there is a sense of flow. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that links together the key issues, the assessment and analysis,).	The paper as a whole is relatively well organized and structured with a sense of flow. Overall, there is an acceptable opening, middle, and conclusion.	The paper as a whole is somewhat organized and structured but there isn't really a sense of flow. Overall, the organization and cohesiveness are rough but workable, but sometimes gets off topic.	The paper as a whole is not very organized or structured and there are many breaks in flow. Overall, the writing is aimless, disorganized, and lacking in cohesiveness.
<b>Mechanics: Conventions and Sentence Fluency (15%)</b>	The paper uses correct grammar, punctuation, and spelling. Sentences are clear, complete, and of varying lengths. The study follows the conventions of	There are a few errors to fix, but generally correct conventions are used. Sentences are well-constructed. The study generally follows APA or	There are enough errors in the case study to distract a reader. Sentences are often awkward, run-ons, or	Numerous errors make the case study hard to read. This is compounded by many run-on sentences and

	the APA or MLA writing style and these are used for citations in the case study and in the reference / works cited section.	MLA writing style, but there is inconsistency in its usage.	fragments. The case study suggests an idea what APA or MLA is, but indicates the writer is mostly guessing as to what is a writing style.	sentence fragments. The case study suggests that the writer doesn't know what APA or MLA is or doesn't cite sources.
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# Appendix #3 - Course Reading, Assignments and Daily topics

Week	Class Topic/Chapter Title	Readings
Sep. 7	<b>Introduction</b>	No readings
Sep. 14	<b>Deepening Concepts of Community</b>	Brown, Chapters 1-2 Born, Chapter 1
Sep. 21	<b>Community Development Perspectives and Process</b>	Brown, Chapters 3, 4, 6 Born, Chapter 2
Sep. 28	<b>Project Planning and Theories of Change</b>	ACOA – Planning for Success Theory of Change: A Practical Tool for Action, Results and Learning
Oct. 5	<b>Building Relationships, Visions and Goals</b>	Born, Chapter 3-4. Brown, Chapter 5 Appreciative Inquiry: The Power of the Unconditional Positive Question. Beyond Problem Solving.
Oct. 12	<b>Community Assessment</b>  <u>Assignment:</u> Create a Community Assessment Plan	Born, Chapter 5 <a href="#">A Short Guide to Community-based Participatory Action Research.</a> Qualitative Research Methods - Chapter 7: Action Research.
Oct. 19	<b>Creating Strategic Objectives: Inputs, Outputs and Outcomes</b>  <u>Assignment:</u> Create a Logic Model (Part 1)	Developing Goals and Program Objectives My-Peer Toolkit: Setting Objectives
Oct. 21	<b>Moving to Action: Strategies and Mobilization</b>  <u>Assignment:</u> Create a Logic Model (Part 2)	Born, Chapter 6-8 Brown, Chapter 7-8
Oct. 26	<b>Monitoring, Evaluation and Risk Management</b>  <u>Assignment:</u> Create a Risk Assessment	Phillips & Pittman, Chapter 21 How to Complete a Risk Assessment
Nov. 2	<b>Issues: Social Inclusion</b>	Sharma, Chapters 3-4 Fieras, Chapter 1 Brown, Chapter 9
Nov. 16	<b>Issues: Income Inequality and Employment</b>	Wilkinson and Pickett, Chapters 1-2

		TD Economics – Precarious Employment in Canada
Nov. 23	<b>Issues: Affordable Housing, Homelessness and Food Security</b>	Philips and Pittman, Chapter 19. The Right to Housing in Canada. A Plan Not a Dream. Household Food Insecurity in Canada.
Nov. 30	<b>Issues: Planning, Transportation and Health</b>	A Community Guide to the Planning Process Philips and Pittman, Chapter 20 SDOH – The Canadian Facts
Dec. 7	<b>The Future of CD in Canada</b>	Brown, Chapter 11 Born, Chapter 9

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