BUS/DVST 301 – 1

Winter 2016

Intermediate Domestic Community Development

3 credits

Prerequisite(s): DVST210

Class Information		Instructor Information			
Days:	Wed. / Fri.	**Instructor:**	Derek Cook	**First day of classes:**	Wed., Jan. 6, 2016
				Last day to add/drop, or change to audit:	Sun., Jan. 17, 2016
Time:	4:00 – 5:15 p.m.	**Email:**	Derek.Cook@ambrose.edu	**Last day to request revised exam:**	Mon., Feb. 29, 2016
Room:		**Phone:**	403.410.2000 (x2913)	**Last day to withdraw from course:**	Fri., Mar. 18, 2016
Lab/ Tutorial:		**Office:**	L2111	**Last day to apply for time extension for coursework:**	Mon., Mar. 28, 2015
Final Exam: N/A		**Office Hrs.:**	W/F 11:00 – 12:00 or by appointment	**Last day of classes:**	Wed., Apr. 13, 2015

Textbook and Readings:

Phillips, R. and R. Pittman (2009). An Introduction to Community Development. New York: Routledge.
McKnight, J. and P. Block (2010). The Abundant Community. San Francisco, CA: Berrett-Koehler Publishers Inc.

Course Description:

This course provides a foundation in community development theory and practice in the current Canadian context. Theoretical approaches to understanding community and various strategic approaches to community development will be explored, with an emphasis on holistic transformation from a Christian perspective.

Expected Learning Outcomes:

Upon successful completion of this course, students can expect to have:

- Understand the forces that bind community together as well as those that isolate and diminish community;
- Understand the various conceptual approaches to Community Development work and how they influence the nature of Community Development strategies and activities;
- Understand the key strategies for Community Development in the contemporary Canadian context and the respective roles of the CD worker;
- Understand current issues being addressed by Community Development work in the contemporary Canadian context and apply Community Development concepts and strategies to the current issues;
- Understand key issues facing the Community Development worker in practice and have an understanding of key ethical issues and a framework for guiding ethical practice and making appropriate ethical decisions.

Course Requirements and Evaluation:

Course grading and evaluation will be conducted according to the following:

Class participation:	15%
Course readings and journals	15%
Case Study	30%
Term Paper	40%

Note: To pass the course, students must achieve an overall grade of at least 50% on the total of the assignments/exams and must complete **ALL** elements of the individual case study (and receive a passing grade on the case study).

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. Late assignments will lose 10% per day late. Assignments will not be accepted more than 5 days late.

In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

COURSE ASSIGNMENTS:

Class Participation and Attendance:

Class time will consist of a combination of lecture and seminar type activities (highly participative; discussion-based). Therefore, participation in discussions and group activities will be a key component of learning throughout this course. Students are expected to attend all classes, having read assigned materials ahead of time and prepared for class in order to actively participate in these discussions. In addition, the onus will be placed on each student to take initiative and contribute as much as possible to participatory class dynamics and activities.

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let Derek 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.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
General Attendance (25%) (Excludes certain excused absences such as Ambrose athletic teams' out-of-town games) Note: General attendance excludes the last six classes that are covered by the criteria below.	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%)
Presentation Days and Last Day of Class Attendance (25%) – Last six classes	Attends all five presentation days and last day of class (100%); misses one of these days (85%)	Misses two of these six classes (72%)	Misses three of these six classes (60%)	Misses four or more of these six classes (0%)
Group Discussions and Contribution Quality (50%) 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.	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.

Course Readings and Journals:

Daily readings will follow the schedule on pages 7 - 9 which is the Reading Log that will be submitted three times in the semester. It is essential that readings be completed for the day assigned, as often they will form the basis of lecture and discussion. Each day, after reading assigned reading(s) for that day, write a reflective "formal" response in Reading Journal style, better known as an annotation. (See Appendix 1 "How to Write an Annotation".)

Case Study

The Case Study will provide an opportunity to choose a Community Development project in Calgary and analyze it according to the theoretical and strategic approaches discussed in class. The case study should be a maximum of 15 pages and include:

- An overview of the project
- What aspect of community development does the project address?
- What are the objectives of the project?
- Who are the key stakeholders of the project and what are their various interests?
- What theoretical approach(es) underlie the project?
- What challenges has the project faced and how are they being resolved?
- How is the effectiveness of the project being determined?

The case study can be selected from a list of suggested projects to be provided, or students can choose one of their own. The Case Study will be due on March 2nd.

Suggested Case Studies

1. CasaPluma Project
2. Rosscarrock Strong Neighbourhood Initiative
3. Community Development Learning Initiative
4. Ethno-Cultural Council of Calgary – Community Broker Project
5. Centre for Newcomers – EthniCity Catering
6. Poverty Talks
7. Disability Action Hall

Final Term Paper

The Term Paper will provide an opportunity to explore a contemporary Community Development issue in depth. The Term Paper should provide an overview of the issue, an analysis of the challenges to community development presented by the issue, an analysis of various strategic responses to the issue that demonstrates an understanding of the conceptual and strategic approaches covered in class, an evaluation of the strengths and limitations of those responses, and a discussion about the role of the Community Development worker in addressing the issue.

If students prefer, the Term Paper can also take the form of a project proposal. As a proposal, the paper should clearly articulate the need being addressed by the project, the objective of the project, a description of the project, a clearly articulated rationale for the design of the project including the community development approach being adopted, as well as a clear articulation of the role(s) of the community development worker and other partners.

The Term Paper can build on the learnings from the Case Study. The Term Paper should be 15 – 20 pages in length and will be due on the final day of class (April 13).

Grading Rubric – Case Study and Term Paper Write-Up

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	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, but is a little unfocussed 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.
Critical Thinking (25%)	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.
Voice and tone (15%)	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.
Organization (15%)	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.
Mechanics: Conventions and Sentence Fluency (15%)	The paper uses correct grammar, punctuation, and spelling. Sentences are clear, complete, and of varying lengths. The study follows the conventions of the APA or MLA writing style and these are used for citations in the	There are a few errors to fix, but generally correct conventions are used. Sentences are well-constructed. The study generally follows APA or MLA writing style, but there is inconsistency in	There are enough errors in the case study to distract a reader. Sentences are often awkward, run-ons, or fragments. The case study suggests an	Numerous errors make the case study hard to read. In addition, this is compounded by many run-on sentences and sentence fragments.

	case study and in the reference / works cited section.	its usage.	idea what APA or MLA is, but indicates the writer is mostly guessing as to what is a writing style.	The case study suggests that the writer doesn't know what APA or MLA is or doesn't cite sources.

Grading Rubric – Case Study Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (35%)	I deliver my presentation with a clear, confident, and well-paced voice so that all audience members can hear me. I demonstrate my awareness of the audience through physical presence and eye contact (not referring to my notes). I am enthusiastic and genuinely interested in my case study and as such, generate significant enthusiasm about my organization.	I deliver my presentation with a mostly clear, confident, and well-paced voice so that most audience members can hear me. I partially demonstrate my awareness of the audience through physical presence and eye contact (occasionally referring to my notes). I am mostly interested in my case study and as such, generate enthusiasm about my organization.	I deliver my presentation with a somewhat clear, confident voice that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing me. I don't really demonstrate an awareness of the audience because I am frequently referring to my notes. I am somewhat interested in my case study and as such, generate a little enthusiasm about my organization.	I deliver my presentation with a subdued voice that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following me. I avoid looking at or engaging the audience all together. I am not interested in my case study and as such, generate no interest about my organization.
Creativity and Graphics (35%)	I design my presentation insightfully, creatively and skillfully. I innovatively or expertly prepare graphics at appropriate moments in my presentation. They also explain and reinforce the text and presentation.	I make a good attempt to provide insight or creativity to my presentation. I generally use graphics in my presentation and they mostly support the text and presentation.	I make some attempt to provide insight or creativity to my presentation. I seldom use graphics and when I do they don't really support the text and presentation.	I make no attempt to provide insight or creativity to my presentation. It is primarily text-based or when I do use graphics, they're used simply to get a few creativity and graphics points.
Structure, Organization, and Mechanics (30%)	I present the information in a very logical and interesting sequence which audience can follow. My conclusion flows from the rest of my presentation. It has no misspellings, grammatical errors, or formatting errors.	I present the information in a mostly logical sequence which audience generally follows. My conclusion largely flows from the rest of the presentation. It has no more than three misspellings, grammatical errors, or formatting errors.	Structure of my presentation is not easy to follow. I am missing the conclusion is missing, or if its provided, it does not flow from the rest of my presentation. It has between four to five misspellings, grammatical errors, or formatting errors.	A lack of structure detracts from the message of my presentation. My points are disjointed and lack good transitions. My presentation has six or more six misspellings, grammatical errors, or formatting errors.

Grade Summary:

The available letters for course grades are as follows:

% Grade	Letter Grade	Description
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Weekly Reading and Assignment Schedule

Date	Class Topic/Chapter Title	Text chapters
Jan 6	**Introduction**	
Jan. 8	**The Nature of Community**	Phillips & Pittman, chapter 1 McKnight & Block, Introduction
Jan. 13	**Power and the Community**	Phillips & Pittman, chapter 2
Jan. 15	**Resources and the Community**	McKnight & Block, chapter 1
Jan. 20	**The Individual and the Community (1)** Individualism and Citizenship	McKnight & Block, chapter 2
Jan. 22	**The Individual and the Community (2)** Vulnerability and Resilience	McKnight & Block, chapter 3 Fineman, M. "The Vulnerable Subject and the Responsive State."
Jan. 27	**Community Development Practice:** **Community Assessment and Needs-based Approaches**	Phillips & Pittman, chapters 3 and 5
Jan. 29	**Community Development Practice:** **Asset-based Approaches**	McKnight & Block, chapters 4 – 5 Brueggemann, W. "The Liturgy of Abundance, the Myth of Scarcity."

Feb. 3	**Community Development Practice: Place-based Approaches**	Phillips & Pittman, chapter 18 Bradford, N. "Canadian Social Policy in the 2000s: Bringing Place In."
Feb. 5	**Community Development Practice: Rights Based Approaches**	Wolterstorff, N. "Justice Not Charity: Social Work Through the Eyes of Faith." Canada Without Poverty – Human Rights Guide
Feb. 10	**Community Development Practice: Indigenous World Views**	Guest Speaker: Genevieve Fox, Superintendent, Siksika Board of Education.
Feb. 12	**Community Development Practice: Integrated Approaches**	Phillips & Pittman, chapter 23
Feb. 24	**Understanding the Community**	Phillips & Pittman, chapters 9 and 10
Feb. 26	**Social Capital Development**	Phillips & Pittman, chapter 4 McKnight & Block, chapter 6
Mar. 2	**Human Capital Development** Assignment: Case Study Due	Phillips & Pittman, chapter 12
Mar. 4	**Community Economic Development**	Guest Speaker: Christine Bennett, Community Worker, City of Calgary, Community and Neighbourhood Services.
Mar. 9	**Animating the Community**	McKnight & Block, chapter 7.
Mar. 11	**Collective Impact Approaches**	Kanye, J. "Collective Impact" Phillips & Pittman, chapter 6
Mar. 16	**Income and Poverty**	Guest Speaker: Tim Wild, Team Lead, Community Development, City of Calgary, Community and Neighbourhood Services
Mar. 18	**Housing and Homelessness**	Guest Speaker: John Rook
Mar. 23	**Climate Justice**	Guest Speaker: TBD

Mar. 30	**Diversity and Inclusion**	Guest Speaker: Jeny Mathews-Thusoo, Issue Strategist, City of Calgary, Community and Neighbourhood Services.
Apr. 1	**Reconciliation and Healing**	Guest Speaker: Lorna Crowshoe, Issue Strategist, City of Calgary, Community and Neighbourhood Services.
Apr. 6	**Policy and Systems Change**	Abercrombie, Harris & Wharton. "Systems Change. A Guide to What it Is and How to Do It."
Apr. 8	**Leadership, Principles and Ethics**	Phillips & Pittman, chapter 8.
Apr. 13	**Synthesis** Assignment: Final Paper Due	

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.

Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may 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 or record. 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" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline;** please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

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) the student has 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 use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. 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. Some professors will not allow the use of any electronic devises in 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 (information about an individual that may be used to identify that individual) may be required 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.

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 Registrar's Office

in writing and providing the basis for appeal 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. 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 acknowledge 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 college. 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.

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

APPENDIX #1   How to Write an Annotation

The annotations you write for this course are NOT primarily ***descriptive*** *annotations* (telling the professor WHAT you read; summarizing the material) *but* ***critical*** annotations of no more than two carefully-thought-through and carefully-written paragraph of **around 150 words** (see page 3 for details)

1) Begin the page, for each book or chapter or article by giving full bibliographic information (do this only once) following the Style Guide for the course. Keep all your individual annotations for separate chapters of a book in a single document, so you only need write bibliographic information once.
2) Write a ***critical annotation*** -- A critical annotation will require some critical thinking on your part. Your first stab at it won't be what you submit. It will require you to TAKE NOTES as you read, THEN reflect, and only THEN write. Sometimes the best thing to do is to compare different sources of information on the same topic, other sources on this topic that you have read or things that have been presented or discussed in class.

You might answer some of these questions in your annotation:

- o What aspects of the subject are emphasized? Is the author presenting one particular point of view?
- o What conclusions are drawn? Issues raised? Are the conclusions drawn justified or adequately substantiated?
- o Can you detect any biases or fallacies in the arguments or conclusions presented?
- o Is anything clearly lacking! Do you feel like you have questions about what is or is NOT stated?
- o How effectively is the information presented? Are you feeling confused? Are there gaps or holes?
- o Does this chapter/book/article contribute to the topic you will research for the final paper? How?
- o How does this particular information source compare with or relate to other things you have read on the topic?
- o How useful is this chapter/book/article to you in your research? What role did it play?
- o Other *critical* questions beyond these.