

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2023</b>
DVST210	Introduction to Community Development	<b>Prerequisite: None</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In Class	<b>Instructor:</b>	Derek Cook BA, MSc. RSW	<b>First Day of Class:</b>	Sept. 6
<b>Days:</b>	W/F	<b>Email:</b>	Derek.Cook@ambrose.edu	<b>Last Day to Add/Drop:</b>	Sept. 17
<b>Time:</b>	2:30 – 3:45	<b>Phone:</b>	403-410-2913	<b>Last Day to Withdraw:</b>	Nov. 20
<b>Room:</b>	A-1085	<b>Office:</b>	L2072	<b>Last Day to Apply for Coursework Extension:</b>	Nov. 23
<b>Lab/Tutorial:</b>	NA	<b>Office Hours:</b>	Thursday 1:00 – 2:00	<b>Last Day of Class:</b>	Dec. 8
<b>Final Exam:</b>	Take home exam due Dec. 17				

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

### Course Description

This course offers an introduction to community development theory and practice with a focus on real world experience and theory applications (both domestic and international), and the corresponding impact on local communities. Definitions, principles and approaches to community development will be discussed, with an emphasis on holistic transformation of individuals and communities from a Christian perspective. This course will also review best practices and relevant issues in the field of community development including poverty, employment, homelessness, literacy, health, environment, gender, and business development.

### Expected Learning Outcomes

By the end of this course, students will understand and be able to apply effective Community Development principles and practices.

- **Understanding:** Apply a theoretical understanding of community and the basic principles and definitions of Community Development from both a theological and social science perspective.
- **Research:** Gather, assess and present relevant community data informed by theory to guide Community Development practice.
- **Analysis:** Critically evaluate the issues associated with Community Development approaches and practices, including values, faith, goals and impacts.
- **Communication:** Articulate the key approaches utilized by Community Development practitioners in the field and how they influence professional practice.
- **Character:** Identify and articulate key ethical issues facing the Community Development worker in practice and apply a framework for guiding ethical practice and making appropriate ethical decisions.
- **Professional Competence:** Apply key Community Development practices and understand the respective roles of the community development worker.

### Textbooks and Readings

- Myers, Bryant. 2011. *Walking with the Poor: Principles & Practices of Transformational Development*. Maryknoll, NY: Orbis Books.
- Phillips, R. and R. Pittman. 2015. *An Introduction to Community Development*. New York: Routledge.

### Course Schedule

Date	Topic	Readings
Sept. 6	Introduction	No Readings
<b>The Meaning of Community</b>		
Sept. 8	The foundations of community	Born, Chapter 1. (On Moodle)
Sept. 13	Community as a system	Spindel, Chapter 3 (On Moodle)
<b>Community Transformation and Change</b>		
Sept. 15	Theories of community	Phillips and Pittman, Chapter 2
Sept. 20	Community transformation in western society	Myers, Chapter 1 Handel, Chapter 2 (On Moodle)
Sept. 22	Colonization and global underdevelopment	Myers, Chapter 2a (pp. 23 – 34) Haslam, Chapter 2 (On Moodle)
Sept. 27	Theories of development and underdevelopment	Myers, Chapter 2b (pp. 35 – 46) Haslam, Chapter 3 (On Moodle)
Sept. 29	Colonization and development in Canada	Brown & Hannas, Chapter 3 (On Moodle) Goodstriker, <i>Otsistsi Pakssaisstoyiih Pi</i> (On Moodle)

<b>Theology, Poverty and Development</b>		
Oct. 6	A theology of development	Myers, Chapter 3
Oct. 11	Poverty and the poor	Myers, Chapter 4
<b>The Practice of Community Development</b>		
Oct. 13	What is "Community Development"?	Phillips and Pittman, Chapter 1 Myers, Chapter 5
Oct. 18	Purpose, principles and ethics.	Myers, Chapters 6 & 7a (pp. 205 - 218)
Oct. 20	The Community Development process	Phillips and Pittman, Chapter 7 Myers, Chapter 7b (pp. 219 – 238)
Oct. 25	Creating a community vision	Phillips and Pittman, Chapter 8
Oct. 27	Assessment and planning	Phillips and Pittman, Chapter 11 Myers, Chapter 8
<b>Community Development Strategies</b>		
Nov. 1	Human Capital Development	Phillips and Pittman, Chapter 14
Nov. 3	Social Capital Development	Phillips and Pittman, Chapter 4
Nov. 15	Community Economic Development	Phillips and Pittman, Chapter 13 Phillips, R. "Community Development and Economic Development: What's the Connection?" (On Moodle)
Nov. 17	Community mobilization and advocacy	Salvatierra, Chapters 1 – 2 (On Moodle)
<b>Community Development Approaches</b>		
Nov. 22	Needs-based approaches	Handel, Chapters 1 & 3 (On Moodle)
Nov. 24	Asset-based approaches	Phillips & Pittman, Chapter 3 Brueggemann, W. "The Liturgy of Abundance, the Myth of Scarcity." (On Moodle)
Nov. 29	Rights-based approaches	Wolterstorff, N. "Justice Not Charity: Social Work Through the Eyes of Faith." (On Moodle) Canada Without Poverty, <a href="#">Human Rights Guide</a> . (On Moodle)
Dec. 1	Transformational (Holistic) Development	Myers, Chapter 10 Phillips & Pittman, Chapter 5

Community Development Ethics and Synthesis		
Dec. 6	Ethics of Development	Haslam et al. - Chapter 29 CASW Code of Ethics
Dec. 8	Synthesis	Phillips & Pittman, Chapter 25

**Requirements:**

- Class attendance 10%
- Participation (Active Discussion, Forum and Quizzes) 15%
- Weekly Quiz 15%
- Case Study (Group) 35%
- Final exam (take home) 25%

**Class Attendance (10%):** 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. 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. Please see marking rubric at the end for attendance rubric.

**Participation (15%):** Participation marks will be based on engagement with others in the class through active discussion. Active discussion 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 class discussions, and that you are trying to link course knowledge with everyday life. Active discussion is judged as thoughtful input to the class that has left an impression on the professor as an engaged student and can consist of either in-class participation or engagement with the online discussion forum, or a combination of both.

- **In-class participation** - 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.
- **Discussion Forum:** At the beginning of each week a focus question will be posted on Moodle to stimulate reflection on the topic for the week. Students are encouraged to post responses to the reflection question in the discussion forum and reply to posts by other students. A thoughtful response should be a minimum of approximately 100 words. Active participation in the discussion forum should involve regular posts and replies to other students’ posts throughout the semester.

**Weekly Quiz (15%):** A short online quiz will be posted on the Friday of each week based on content from the readings and lectures during that week. Quizzes must be completed by the end of the following week.

**Case Study – Report and Presentation (35%)** Working in small groups of at least three students, the case study will provide an opportunity to research a community (Canadian or international) and apply the concepts discussed in class. The case study should be between 10 - 12 pages and include:

- **Context:** Provide a short history of the community.
- **Profile:** Provide an overview of the community including its population and demographic makeup (age; ethnicities; income / poverty; education levels; economy; and other relevant information)

- **Structural Analysis:** What are the key institutions in the community? Who has formal and informal power? How are decisions made? Is anyone / group excluded?
- **Assessment:** What are the strengths (assets) of the community? What development challenges does the community face? What theory best describes / explains the development situation?
- **Opportunities:** What development opportunities do you see for this community? What would you recommend to the community to address its development challenges and / or capitalize on its assets? Reflect on your structural analysis and development assessment to inform your recommendations.

Each group will make a formal (10 – 15 min) presentation of their case study to the class. Presentation days are indicated in the Course Schedule. A marking rubric for both the report and presentation are noted below. The case study report will be due the last day of class.

**Final Exam (25%)**

The final exam will be a take home exam, a task that will require you to integrate all that has been learned in the course. All course notes and textbooks may be used. The exam will be distributed on the last day of class (December 8<sup>th</sup>). **Due date: Sunday December 17 at 12:00 midnight.**

**Attendance:**

- Class begins at 2:30. Please be on time or inform the professor via email if you will be late.

**Grade Summary:**

The available letters for course grades are as follows:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

Because of the nature of the Alpha 4.00 system, there can be no uniform University-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.

# Marking Rubric

## Attendance

Rubric Criteria (weight)	Excelling (90%–100%)	Accomplished (80%–85%)	Developing (70%–75%)	Beginning (0–65%)
<b>General Attendance (10%)</b> (Excludes certain excused absences such as Ambrose athletic teams' out-of-town games). In the case of illness or other extenuating circumstances, inform the instructor prior to class for an exemption.	Misses no more than one class (100%); misses two to three classes (90%)	Misses four classes (85%), five classes (80%).	Misses six classes (75%), seven classes (70%).	Misses eight classes (65%), nine classes (60%), ten classes (55%), eleven classes (50%), twelve or more classes (0%).

## Case Study - Written

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, 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.
<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 the APA or MLA writing style and these are used for citations in the case study and in the reference / works cited section.	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 its usage.	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 idea what APA or MLA is, but indicates the writer is mostly guessing as to what is a writing style.	Numerous errors make the case study hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. The case study suggests that the writer doesn't know what APA or MLA is or doesn't cite sources.

## Case Study - Presentation

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
<b>Communication and Delivery (35%)</b>	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 generate some 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.

<b>Creativity and Graphics (35%)</b>	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.
<b>Structure, Organization, and Mechanics (30%)</b>	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.

## Ambrose University Important Policies & Procedures:

### Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

### Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See [ambrose.edu/registrar/request-forms](http://ambrose.edu/registrar/request-forms).) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the

tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.



## Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

## Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

## Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

## 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. 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.

## Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

## Privacy

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](mailto:privacy@ambrose.edu).

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor

in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

#### Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

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