

Class Information		Instructor Information		First day of classes:	Wed., Sept 7, 2016
Days:	Wed / Fri	Instructor:	Derek Cook, M.Sc., RSW	Last day to add/drop, or change to audit:	Sun, Sept. 18, 2016
Time:	11:15 – 12:30	Email:	Derek.Cook@ambrose.edu	Last day to request revised exam:	Mon, Oct 24, 2016
Room:	RE110	Phone:	403-410-2913	Last day to withdraw from course:	Mon, Nov 14, 2016
Lab/Tut	NA	Office:	L2049	Last day to apply for time extension for coursework:	Mon, Nov 21, 2016
Final Exam Take home exam due on December 15.		Office Hrs:	Wed. 1:30-2:30 or by appointment	Last day of classes:	Mon, Dec 12, 2016

Textbook:

- Myers, Bryant. 1999. *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.

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

- Bastien, Betty. 2004. *Blackfoot Ways of Knowing*. University of Calgary Press.
- Corbett, Steve and Brian Fikkert. 2012. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor ... and Yourself*. Moody Publishers.
- Haslam, Paul, Jessica Schafer, Eds. 2011. *Introduction to International Development: Approaches, Actors and Issues*. Oxford Publishers.

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:

This course offers an introduction to community development theory and practice with a focus on real world experience, applications, and impact. Definitions, principles, approaches and practices of community development will be discussed, with an emphasis on holistic transformation from a Christian perspective.

Expected Learning Outcomes:

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

- Apply a theoretical understanding of community and the basic principles and definitions of community development from both a theological and social science perspective.
- Articulate the key approaches utilized by development practitioners in the field and how they influence community development practices.
- Apply key community development practices and the respective roles of the community development worker;
- Critically evaluate the issues associated with development approaches and practices, including values, faith, goals and impacts.
- Identify and articulate key ethical issues facing the community development worker in practice and apply framework for guiding ethical practice and making appropriate ethical decisions.

Course Requirements:

- | | |
|---------------------------------------|-----|
| • Class attendance and participation: | 10% |
| • Course readings and journals | 20% |
| • Current events and peer review | 15% |
| • Case Study | 30% |
| • Final Exam (take home) | 25% |

Class Attendance and Participation (10%):

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 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.

Course Readings and Journals (20%):

Daily readings will follow the schedule in Appendix 5 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 a Reading Journal style (to be explained in the first class), better known as an annotation. See Appendix #1 How to Write an Annotation. “Formal is explained below.

a. Each day’s journal should include:

- i. Date of reading/journal entry
- ii. Name of the book using correct bibliographic format (at the top of the first entry for that book).
- iii. Title of chapter upon which a specific journal entry/annotation is written.
- iv. One page (maximum) of reflection which will include three sections:

- Description: 1 or 2 summary sentences naming the subject of the reading or setting forth what you aspect interested you, and which you will examine in this reflection.
- Interpretation: 1 paragraph explaining how what you read relates to something heard in lecture or in class discussion, a model or theory you have previously read or an experience you have had. It ties the reading to the “theoretical.”
- Outcome: 1 paragraph about what the reading means for you and your ongoing development as a learner and/or as a practicing professional in the world of international development.

b. By “formal” journaling the following is implied: All journaling should be kept in a single file on the computer and be consistent in its layout. At time of submission, all pages in the journal should be printed off and submitted as a single submission. Each journal will include the above.

Current Events and Peer Review Assignment (15%)

On three dates during the semester, students will submit a review of a current news article about a current development issue in the developed or developing world. Subsequently, students will Peer Review another student’s review. This assignment will entail two stages:

Part 1: Each student will find a current news article from Canada or the developing world about a current development issue or event. Excellent sources include but are not limited to:

Canada:

CBC News: www.cbc.ca

Huffington Post: <http://www.huffingtonpost.ca/>

YES Magazine: <http://www.yesmagazine.org/>

Tamarack Institute: www.tamarackcommunity.ca

Mennonite Central Committee (Canada): <http://mcccanada.ca/>

Developing World

BBC: <http://www.bbc.com/news/>

IRIN: <http://www.irinnews.org/africa>

Famine Early Warning Network: <http://www.fews.net/>

Amnesty International News: <http://www.amnesty.ca/news>.

A. Write a 2 page report that summarizes the article (1 to 2 paragraphs maximum; no more than ½ page) and then explains how what you are learning in class relates to this news article. The following questions will help you reflect:

1. What factors do you think have contributed to the situation being reported?
2. What development approaches might be helpful in such a situation?
3. What are the questions that an aid agency looking to address the situation should be asking?
4. What are ways that the western world is responding to this event that might be hurtful rather than helpful?

B. Turn in the assignment in hard copy - including either a hard copy of the news article or the *url* of the news article. The professor will record receipt of the assignment (assigning 2/5 points for simply submitting Part #1) and then shuffle the papers and hand them out to students randomly along with a copy of Appendix #5 (it would be advisable to read this page before writing the original critique). Important: Students should

submit assignments without names, using only their student ID #.

Part 2: Each student will receive an article & review written by another student. They will read both the original article and the review. Download Appendix #5 from the Moodle so you can use it to peer review the assignment, answering the three short answer questions and giving the student a grade out of 3 using the breakdown at the bottom of the page. They will attach their peer review to the original review and submit the three pieces: the news article, the review and their peer review to the professor.

Each three-part assignment across the semester is worth 5 points (%) for a total of 15%

Case Study – Report and Presentation (30%)

Working in small groups, the case study will provide an opportunity to choose a Community Development project (Canadian or international) 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 is the need or opportunity that the project addresses?
- 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?
- Your assessment of the rationale, implementation and impact of the project.

The case study can be selected from a list of suggested projects, or students can choose one of their own. Each group will make a formal (10 – 15 min) presentation of their case study to the 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. Further guidance will be given in class. **Due date: December 12 at 12:00 noon.**

Submission of Assignments:

All assignments may be submitted in hard or electronic copy with a cover page that includes only the STUDENT ID # -- no names on the front page or anywhere in the paper.

Attendance, Punctuality and Participation

Attendance: As outlined in Appendix #2, failure to attend all classes will seriously impact the grade out of 10%. An attendance chart will be passed daily.

Punctuality to class: Class begins at 11:15 a.m. Please inform the professor via email if you will be late.

Classroom etiquette :

1. Entering and leaving class: Consistent exits and reentry to/from the classroom are disruptive to all. Please arrive promptly and do not leave the classroom unannounced, except for cases of emergency.
2. Electronic devices: Please ensure that cell phones are turned off or muted during class.
3. Food in the classroom: Please do not bring any hot food into the classroom.

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 classroom discussion, that you are trying to link course knowledge with everyday life. Active participation is judged as thoughtful input to the class. Active participation is ensured by presence in the classroom.. At the end of the semester when the professor is filling out the Appendix #2, if she knows your name and you’ve left an impression on her of an engaged student, it will make her evaluation of your work and participation a much more “personal” process as she reflects on personal observations of growth in academic pursuit.

Evaluation:

Assignment Description	Due Date/ Accountability	Percentage of Grade
Class Attendance and Participation	End of term	10%
Course Readings and Journals: See pages 13 – 15 for dates of submissions.	3 dates for Reading Journal Submission:	20%
Current Events and Peer Review Assignment: See pages 13 – 15 for dates of submissions.	3 dates for Submission of Article + critical report Submission of Peer Review of Article	15%
Case Study	November 18 th	30%
Final Exam (Take home)	December 12 th	25%
TOTAL		100%

Grade Summary:

The available letters for course grades are as follows:

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

Policies:

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, it is highly recommended that they forward all messages from the Ambrose account to the other account.

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.

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 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:

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

Appendix #2 Peer Review of Current Events in Development Article and Review

Name of Article Reviewed:

Name of Peer Reviewer: _____ & your Student ID# _____ (Your ID# will be removed before returning the review to the original reviewer of the article)

Peer Reviewer answers the following 3 questions and assigns a grade out of 3 at the bottom:

QUESTIONS:

1. What is one new thing that you learned from reading this review by your colleague?

2. Do you agree or disagree with the reviewer's conclusion? Why or why not?

3. Are there any other connections between this article and what you have learned in class or in your readings which you could add to the reviewer's conclusions? Explain.

Peer Reviewer's Evaluation:

Grammar and Spelling	/1
Critical thinking and Analysis	/1
Well-articulated Argument	/1
Total	/3

Appendix #3 Grading Rubric – Class Participation and Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<p>General Attendance (25%) (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>Presentation Days and Last Day of Class Attendance (25%) – Last six classes</p>	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%)
<p>Group Discussions and Contribution Quality (50%)</p> <p>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 #4 Grading Rubric – Case Study Written

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 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.
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	There are a few errors to fix, but generally correct conventions are used. Sentences are well-constructed. The study	There are enough errors in the case study to distract a reader. Sentences are often awkward,	Numerous errors make the case study hard to read. In addition, this is compounded by

	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.	generally follows APA or MLA writing style, but there is inconsistency in its usage.	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.	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.
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Presentation

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	I present the information in a mostly logical sequence which audience generally follows. My conclusion largely flows from the rest of the	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	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,

	presentation. It has no misspellings, grammatical errors, or formatting errors.	presentation. It has no more than three misspellings, grammatical errors, or formatting errors.	my presentation. It has between four to five misspellings, grammatical errors, or formatting errors.	grammatical errors, or formatting errors.
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Appendix #5 - Course Reading, Assignments and Daily topics

Date	Class Topic/Chapter Title	Readings
Sept. 7	Introduction	No readings
Theoretical Foundations		
Sept. 9	The Nature of Community	Phillips & Pittman, Chapter 1 Myers, Chapter 1
Sept. 14	Community Development – Theoretical Perspectives	Phillips & Pittman, Chapter 2 Haslam et al., Introduction to International Development . Chapter 3
Sept. 16	Community Development – Theological Perspectives	Myers, Chapter 2
Sept. 21	The Individual and the Community Citizenship, vulnerability and resilience <u>Assignment Due:</u> Current Event Article #1	Fineman, M. “The Vulnerable Subject and the Responsive State.” (Link to article on Moodle)
Sept. 23	Resources and the Community	Myers, Chapter 3 Brueggemann, W. “The Liturgy of Abundance, the Myth of Scarcity.” (Link to article on Moodle)
Sept. 30	Power and the Community <u>Assignment Due:</u> Peer Review of Current Events Article #1	Myers, Chapter 4. Micah Declaration on Integral Mission (Available on Moodle)
Approaches to Community Development		
Oct. 5	Community Development Practice: Foundations <u>Assignment Due:</u> Reading Journal – First Submission	Phillips & Pittman, Chapter 7 Myers, Chapter 5
Oct. 7	Charity and Needs-based Approaches	Wolterstorff, N. “Justice Not Charity: Social Work Through the Eyes of Faith.” (Available on Moodle)

Oct. 12	Rights Based Approaches	Canada Without Poverty, Human Rights Guide . (Available on Moodle) United Nations, International Covenant on Economic, Social and Cultural Rights . (Available on Moodle)
Oct. 14	Asset-based Approaches	Phillips & Pittman, Chapter 3
Oct. 19	Place-based Approaches <u>Assignment Due</u> : Current Event Article #2.	Phillips & Pittman, Chapter 6 Levitin-Reid: Asset-based, Resident-led Neighbourhood Development . (Available on Moodle)
Oct. 21	Indigenous World Views	Guest Speaker: Genevieve Fox Bastien, B. Blackfoot Ways of Knowing . Ch. 4. Haslam et al., Introduction to International Development . Ch. 24
Oct. 26	Integrated Approaches <u>Assignment Due</u> : Peer Review of Current Event Article #2	Phillips & Pittman, Chapter 5
Community Development Practice		
Oct. 28	Community Visioning and Empowerment	Myers, Chapter 6 Phillips & Pittman, Chapter 8
Nov. 2	Community Assessment	Phillips & Pittman, Chapter 11 Myers, Chapter 7
Nov. 4	Social Capital Development	Phillips & Pittman, Chapter 4
Nov. 9	Human Capital Development	Phillips & Pittman, Chapters 10, 14 O'Neill, Human Capital, Civic Engagement and Political Participation . (Available on Moodle).
Nov. 16	Community Economic Development	Phillips & Pittman, Chapters 13, 17

Nov. 18	Community Mobilization, Advocacy and Systems Change <u>Assignment Due:</u> Case Study	Salvatierra. <u>Faith Rooted Organizing</u> . Chapters 1-2
Nov. 23	Measurement, Evaluation and Collective Impact <u>Assignment Due:</u> Current Event Article #3.	Phillips & Pittman, Chapter 21 Kania and Kramer. "Collective Impact" (Available on Moodle)
Critical Reflection on Practice		
Nov. 25	Dependency and empowerment	Corbett and Fickert, <u>When Helping Hurts</u> . Chapter 4.
Nov. 30	Gender and Development <u>Assignment Due:</u> Peer Review of Current Event Article #3.	Guest Speaker – Dr. Rita Yembilah Haslam et al., <u>Introduction to International Development</u> . Ch. 5.
Dec. 2	Cross-cultural Practice	Guest Speaker – Dr. Valerie Pruegger Haslam et al., <u>Introduction to International Development</u> . Ch. 26
Dec. 7	Leadership and Ethics	Phillips & Pittman, Chapter 7 Haslam et al., <u>Introduction to International Development</u> . Ch. 1. ACSW Code of Ethics (Available on Moodle).
Dec. 9	Synthesis	Phillips & Pittman, Chapter 25 Haslam et al., <u>Introduction to International Development</u> . Epilogue.

Policies:

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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.

Exam Scheduling

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 devices 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.