

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2020</b>
<b>DVST210</b>	<b>INTRODUCTION TO COMMUNITY DEVELOPMENT</b>	<b>Prerequisite:</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Wed. Fri.	<b>Instructor:</b>	Derek Cook, B.A., MSc. RSW	<b>First day of classes:</b>	Wed, Sept 9
<b>Time:</b>	3:15 – 4:30	<b>Email:</b>	Derek.Cook@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Sept 20
<b>Room:</b>	Online	<b>Phone:</b>	403.410.2913	<b>Last day to request revised final exam:</b>	Fri, Nov 2
<b>Lab/ Tutorial:</b>	NA	<b>Office:</b>	L2072	<b>Last day to withdraw from course:</b>	Mon, Nov 20
	NA	<b>Office Hours:</b>	Thursday 1:00 – 2:00 Online: <a href="https://ambrose.zoom.us/j/97406820140">https://ambrose.zoom.us/j/97406820140</a>	<b>Last day to apply for coursework extension:</b>	Mon, Nov 23
<b>Final Exam:</b>	Take Home Exam due Dec. 18 at 12:00 noon			<b>Last day of classes:</b>	Wed, Dec 11

### 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

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.

### Textbooks

- 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.

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

- Haslam, Paul, Jessica Schafer, and Pierre Baudet (eds). 2017. *Introduction to International Development: Approaches, Actors and Issues*. Oxford Publishers.
- Salvatierra, A. and P. Heitzel. 2014. *Faith-Rooted Organizing: Mobilizing the Church in Service to the World*. Inter-Varsity Press.

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 Schedule

- See Appendix 1. Classes will be held live online via Zoom. Connect via Zoom link in Moodle.

### Requirements:

- |                                     |     |
|-------------------------------------|-----|
| • Class attendance and discussion   | 10% |
| • Participation (Chats and Quizzes) | 10% |
| • Course readings and journals      | 20% |
| • Case Study (Group)                | 35% |
| • 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.

- **Attendance:** 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.
- **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 classroom discussion, 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. This will make the evaluation of your work and participation a much more “personal” process as s/he reflects on personal observations of growth in academic pursuit.

### **Participation: Chats and Quizzes (10%):**

Each week a quiz and focus question will be posted on Moodle to stimulate reflection on the topic for the week.

- **Chats:** Each student is required to post a response to the focus question in the chat and reply to at least one other post by another student.
- **Quiz:** A short online quiz will be posted each week based on content from the readings. Students will be graded on whether or not the quiz has been completed, not on the number of “right” answers.

Quizzes and chat contributions must be completed during the appropriate week, and no later than by the end of the week in which it is assigned.

### **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, response in a Reading Journal. 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 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 aspect interested you, and which you will examine in your 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.

### **Case Study – Report and Presentation (35%)**

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 between 12 and 15 pages and include:

- An overview of the project, describing how the project addressed each of the stages of the CD process (initiation, visioning, assessment, planning and evaluation).
- Description of the *need or opportunity* that the project addresses and the project’s objectives.
- Description of the primary *strategies* the project engaged (i.e. human, social, economic, or leadership development, or community mobilization / advocacy).
- Description of the CD *approach(es)* the project used (i.e. needs, assets, rights or sustainability)?
- Description of the *challenges* the project faced and how they were / are being resolved?

- *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 18 at 12:00 noon.**

**Attendance:**

- As outlined in Appendix #2, failure to attend all classes will seriously impact the grade out of 10%.
- Class begins at 3:15 p.m. Please be on time or inform the professor via email if you will be late.

**Online Etiquette:**

1. Please join the class at the appropriate time and stay until the end.
2. Please keep your audio muted unless speaking and keep your video turned on.
3. Please dress appropriately as you would should you be attending class in-person.
4. Please join from an appropriate location.

**Grade Summary:**

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

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.

# Appendix #1 Course Schedule

Date	Class Topic/Chapter Title	Readings and Assignments
<b>Week One: The Idea of Community</b>		
Sep. 9	<b>Introduction</b>	No readings
Sep. 11	<b>Concepts of Community</b>  Understand different concepts of community from western, non-western and indigenous perspectives.	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 1</li> <li>• Myers, Chapter 1</li> </ul>
<b>Week Two: The History and Origins of Community Development</b>		
Sep. 16	<b>History and Origins of Community Development (1)</b> <ul style="list-style-type: none"> <li>• Understand the definitions of Community Development</li> <li>• Develop awareness of the history of global colonization and development.</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Myers, Chapter 2</li> <li>• Haslam et al., Chapter 2</li> </ul>
Sep. 18	<b>History and Origins of Community Development (2)</b> <ul style="list-style-type: none"> <li>• Develop awareness of the history of colonization and development in Canada.</li> <li>• Understand the impact Canadian colonization and development has had on shaping current social and economic conditions.</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Brown and Hannas, Ch. 3 (On Moodle)</li> </ul> <u>Video</u> <ul style="list-style-type: none"> <li>• Building Resilient Communities: A Moral Responsibility</li> </ul>
<b>Week Three: Current Issues in Community Development</b>		
Sep. 23	<b>Indigenous Realities</b> <ul style="list-style-type: none"> <li>• Understand the impact of colonization on Canada's indigenous peoples.</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Goodstriker, <i>Otsistsi Pakssaisstoyiih Pi</i> (On Moodle)</li> </ul>
Sept. 25	<b>Current Issues in Community Development</b> <ul style="list-style-type: none"> <li>• Understand concept of complexity</li> <li>• Overview of key issues in CD practice Understand different perspectives on the nature and causes of poverty.</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Myers, Chapter 4 (Poverty and the Poor)</li> </ul>

<b>Week Four: The Nature and Structure of Community</b>		
Sep. 30	<p><b>Understanding Community (1)</b></p> <ul style="list-style-type: none"> <li>Understanding community as a system</li> <li>Understand the concept of assets and resources and their place in a community system.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Philips and Pittman, Chapters 2 and 7</li> </ul>
Oct. 02	<p><b>Understanding Community (2)</b></p> <ul style="list-style-type: none"> <li>Understand the concept of power and how it shapes the development of people and communities.</li> <li>Understand the dimensions of diversity in community and how they intersect to create or reinforce patterns of power and privilege.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Myers, Chapter 5 (Perspectives on Development).</li> </ul> <p><u>Assignment Due:</u></p> <ul style="list-style-type: none"> <li>Reading Journal 1</li> </ul>
<b>Week Five: The Practice of Community Development</b>		
Oct. 9	<p><b>A Theology of Development</b></p> <ul style="list-style-type: none"> <li>Understand the role of spiritual development in the development process.</li> <li>Understand the concept and process of transformational development.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Myers, Chapters 3, 6</li> </ul>
<b>Week Six: The Practice of Community Development – Initiation, Visioning, Assessment and Planning</b>		
Oct. 14	<p><b>Stage 1: Initiation and Visioning</b></p> <ul style="list-style-type: none"> <li>Provide an overview of the CD Process</li> <li>Understand strategies for initiating the process.</li> <li>Understand the purpose and practice of visioning.</li> <li>Understand the role of the CD practitioner in the initiation and visioning stage of the process.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Phillips &amp; Pittman, Chapter 8 (Community Visioning and Strategic Planning)</li> <li>Myers, Chapter 7 (Development Practice: Principles and Practitioners)</li> </ul>
Oct. 16	<p><b>Stage 2: Assessment, Planning and Implementation</b></p> <ul style="list-style-type: none"> <li>Understand the key elements of the planning process.</li> <li>Understand the role of assessment in the CD process.</li> <li>Understand different assessment approaches.</li> <li>Understand the role of the CD practitioner in the assessment process.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Phillips &amp; Pittman, Chapter 11 (Community Development Assessments)</li> <li>Myers, Chapter 8 (Designing Programs for Transformation)</li> </ul>

**Week Seven: The Practice of Community Development – Strategy Implementation**

Oct. 21	<p><b>Strategy: Human Capital Development</b></p> <ul style="list-style-type: none"> <li>• Understand the concept and dimensions of human capital.</li> <li>• Understand various strategies to facilitate human capital development.</li> <li>• Apply the concept of human capital development as part of a holistic development strategy.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 14 (Human Capital and Workforce Development)</li> </ul>
Oct. 23	<p><b>Strategy: Social Capital Development</b></p> <ul style="list-style-type: none"> <li>• Understand the concept social capital and its importance in community development.</li> <li>• Understand the relationship between human and social capital development.</li> <li>• Apply the concept of social capital as part of a holistic development strategy</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 4 (Social Capital and Community Building)</li> <li>• Haslam et al., Chapter 12</li> </ul>

**Week Eight: The Practice of Community Development – Strategy Implementation**

Oct. 28	<p><b>Strategy: Community Economic Development</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between economic development and Community Economic Development (CED).</li> <li>• Understand the key principles of CED.</li> <li>• Understand the inter-relationship between CED and human and social capital development.</li> <li>• Apply CED as a part of a holistic Community Development strategy</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapters 13 (Understanding Community Economies) and 17 (Entrepreneurship as a Community Development Strategy).</li> </ul>
Oct. 30	<p><b>Strategy: Community Mobilization and Advocacy</b></p> <ul style="list-style-type: none"> <li>• Understand the role of community mobilization and advocacy in Community Development work.</li> <li>• Understand the principles of community mobilization and how they can be applied from within a Christian worldview.</li> <li>• Understand the role of the Community Development practitioner in community mobilization and advocacy work.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Salvatierra, Chapters 1-2</li> <li>• Myers, Chapter 8 (review)</li> </ul> <p><u>Assignment Due:</u></p> <ul style="list-style-type: none"> <li>• Reading Journal 2</li> </ul>

<b>Week Nine: The Practice of Community Development</b>		
Nov. 4	<p><b>Strategy: Leadership Development</b></p> <ul style="list-style-type: none"> <li>• Understand the role of leadership and leadership development in Community Development.</li> <li>• Understand different leadership styles and approaches.</li> <li>• Understand the leadership role of the community development practitioner.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 10 (Leadership and Community Development)</li> </ul>
Nov. 6	<p><b>Stage 3: Monitoring and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Understand the role and importance of monitoring and evaluation in community development work.</li> <li>• Understand different approaches to evaluation.</li> <li>• Understand the importance / intersection of diversity in the evaluation process.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 21</li> <li>• Myers, Chapter 9</li> </ul>
<b>Week Ten: Community Development Approaches - Needs and Assets</b>		
Nov. 18	<p><b>Charitable and Needs-based Approaches</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of needs and how needs are met individually and in community.</li> <li>• Understand how Community Development enables individuals and communities to meet their needs.</li> <li>• Understand the difference between needs-based and charitable approaches.</li> <li>• Understand the strengths and limitations of charitable and needs-based approaches.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Wolterstorff, N. "Justice Not Charity: Social Work Through the Eyes of Faith." (On Moodle)</li> </ul>
Nov. 20	<p><b>Asset and Strengths-based Approaches</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of assets and how Community Development works to mobilize individual and community assets.</li> <li>• Understand the difference between needs and asset-based approaches.</li> <li>• Understand the strengths and limitations of asset-based approaches.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 3 (Asset Based Community Development)</li> <li>• Brueggemann, W. "The Liturgy of Abundance, the Myth of Scarcity." (On Moodle)</li> </ul>



<b>Week Eleven: Community Development Approaches – Human Rights and Sustainability</b>		
Nov. 25	<p><b>Rights-based Approaches</b></p> <ul style="list-style-type: none"> <li>Understand the basis and principles of social and economic rights and how to apply it in Community Development work.</li> </ul>	<p><u>Readings:</u></p> <p>Canada Without Poverty, <u>Human Rights Guide</u>. (On Moodle)</p>
Nov. 27	<p><b>Sustainability Approaches</b></p> <ul style="list-style-type: none"> <li>Understand the origin and concept of sustainability.</li> <li>Understand the Sustainable Development Goals and how they can inform Community Development practice.</li> <li>Understand the strengths and limitations of a sustainability approach.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Phillips &amp; Pittman, Chapter 5</li> <li>The Sustainable Development Goals</li> </ul>
<b>Week Twelve: Ethical Issues in Community Development Practice – Gender and Diversity</b>		
Dec. 2	<p><b>Diversity and Development</b></p> <ul style="list-style-type: none"> <li>Understand the concept of diversity and its implications for CD practice</li> <li>Understand principles of inclusive practice in CD work.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Haslam et al., Chapter 23</li> </ul>
Dec. 4	<p><b>Gender and Development</b></p> <ul style="list-style-type: none"> <li>Understand the impact of gender in development</li> <li>Understand basic principles of conducting a GBA+ analysis</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Haslam et al., Chapter 5</li> </ul>
<b>Week Thirteen: Ethical Issues in Community Development Practice – Ethical Frameworks</b>		
Dec. 9	<p><b>Ethics and Development</b></p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>Understand and identify ethical dilemmas in CD work.</li> <li>Understand ethical principles and how to apply them to guide decisions.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Haslam et al., Ch. 29.</li> <li>CASW Code of Ethics (On Moodle).</li> </ul> <p><u>Assignment Due:</u></p> <ul style="list-style-type: none"> <li>Reading Journal 3</li> </ul>
Dec. 11	<p><b>Project Presentations</b></p>	

**Week Fourteen: Synthesis**

Dec. 14

**Synthesis and Review**

Readings:

- Phillips and Pittman, Chapters 22 and 25
- Haslam et al, Epilogue.

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

	style and these are used for citations in the case study and in the reference / works cited section.	there is inconsistency in its usage.	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.
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## Case Study - Presentation

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<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 Academic 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.

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](mailto:privacy@ambrose.edu).

### Extensions

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

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the 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. 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.