

**BRESCIA UNIVERSITY COLLEGE**  
**Department of Sociology**

**Sociology 2215a:**  
**Bridging Classroom and Community:**  
**An Introduction to Community Development through Service-Learning**  
**Fall 2011**

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Class Time:  
Fridays: 10:30am-1:20 pm  
Office Hours (Term 1):  
Thursdays: 2:30-3:30 pm  
Or, by appointment.

**Course Description:**

This course provides students with an introduction to the field of community development. Community development includes any collaborative process which enhances the ability of communities to both identify and respond to their own needs and priorities. Throughout this course, we explore: the concept of community, the process of doing community research and the related ethical issues, community cultures, and ways of evaluating community development programs. Because community development involves a commitment to working with oppressed and/or marginalized groups, we will also spend some time considering the concept of oppression and the ways in which we can work towards positive social change and justice.

During this course, students will also be introduced to learning through service. Each student will participate in 3 community experiences (to be detailed when the course begins). Through journaling and class discussions, we will reflect on these experiences in light of class readings.

**Course Objectives:**

Upon completion of this course students will have:

- Gained some understanding of the concepts of community development and service-learning
- Acquired knowledge about entering, and working with community cultures
- Become more aware of the process of doing community research and the related ethical issues
- Developed a better understanding the concept of oppression and how to combat it
- Been introduced to the process of evaluating community development programs
- Applied classroom knowledge in a real world setting through community service-learning experiences.

### **Course Prerequisites:**

Sociology 1020 or 1021E or permission of the instructor.

Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Assignment and Grading Structure:**

Midterm "Concept" Test	25 %
Community Experience Journal (based on either Experience #1 or #2)	20%
Group Assignment/Presentation	20%
Final Comprehensive Journal	35%

### **Required Texts and Readings:**

Bishop, Anne. 2002. *Becoming an Ally: Breaking the Cycle of Oppression in People*. (2<sup>nd</sup> ed.) Halifax: Fernwood Publishing/ZED Books.

Langton, Phyllis Ann and Dianne Anderson Kammerer. 2005. *Practicing Sociology in the Community: A Student's Guide*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

\* A Few Readings "On Reserve" in the Brescia Library.

### **Detailed Course Outline:**

*Students, please note that the following course outline is subject to revision. That is, throughout the term, circumstances may arise that will alter the ordering of the topics, the pace at which we move through the material and so on. **It is your responsibility to do all required readings, to attend class and to participate in all 3 community service learning experiences as they are scheduled.** If, for whatever reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed.*

<b>CLASS DAYS</b>	<b>COURSE THEMES/DUE DATES</b>	<b>REQUIRED READINGS</b>
September 9 <sup>th</sup>	Administrative Details; Introduction to Service-Learning	Langton & Kammerer, Chapter 1.
September 16 <sup>th</sup>	Understanding Community	1) "Understanding Community" ( <b>on reserve</b> in Brescia Library); 2) Langton & Kammerer, Chapter 2.
September 23 <sup>rd</sup>	Exploring Community Cultures	Langton & Kammerer, Chapters 3 & 4.
September 30 <sup>th</sup>	SERVICE-LEARNING EXPERIENCE #1	No new readings
October 7 <sup>th</sup>	Research & the Community  <b>Reflect on Experience #1</b> <b>SUBMIT JOURNAL 1</b>	1) "Becoming an Anti-Oppressive Researcher" ( <b>on reserve</b> in Brescia Library); 2) Langton & Kammerer, Chapter 5.
October 14 <sup>th</sup>	Understanding Oppression	Bishop, Chapters 1-3
October 21 <sup>st</sup>	<b>Midterm Concept Test</b> <b>25%</b>	No new readings
October 28 <sup>th</sup>	SERVICE-LEARNING EXPERIENCE #2	No new readings
November 4 <sup>th</sup>	Exploring Different Types of Oppression <b>Reflect on Experience #2</b> <b>SUBMIT JOURNAL 2</b>	Bishop, Chapters 4&5
November 11 <sup>th</sup>	Breaking the Cycle of Oppression/ Becoming An Ally	Bishop, Chapters 6-9
November 18 <sup>th</sup>	SERVICE-LEARNING EXPERIENCE #3  <b>END OF TERM ASSIGNMENT POSTED ON WEBCT</b>	No new readings
November 25 <sup>th</sup>	<b>Reflect on Experience #3</b> Evaluating Community Development Programs  <b>Student Presentations</b>	"Features of an Evaluation Appropriate for Asset-Based Community Development" ( <b>on reserve</b> in Brescia Library)

<b>CLASS DAYS</b>	<b>COURSE THEMES/ DUE DATES</b>	<b>REQUIRED READINGS</b>
December 2 <sup>nd</sup>	Final Reflections  <i><b>Student Presentations</b></i>  <b>END OF TERM ASSIGNMENT DUE</b>	No new readings.

**Course Specific Policies:**

1. Submission of Assignments

- All assignments should be submitted both through **turnitin.com** and in **hard copy** during the class when it is due. If you are not in class, the assignment must be submitted to the Registrar's Office, where it will be dated, and placed in my mailbox. **No assignments should be placed under my office door.** All assignment due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (eg. illness, death in the family). For each day the assignment is late, the student will lose ½ a mark (that is, ½ (or .5) % of final course grade). Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted.**

2. Cell Phones and Computers

- Out of respect for your colleagues and the instructor, please refrain from using cell phones during class time. Ensure that they have been turned off before entering class. Similarly, computers are to be used to for note-taking and class related activities only—NOT surfing the net, chatting, looking at photos etc.

3. Late Submission of Assignments worth less than 10%

- For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision as to whether or not accommodation will be granted. The policies

governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.

### **Detailed Breakdown of Assignment and Grading Structure:**

1. Midterm “Concept” Test:

*Worth: 25%*

*Date: Friday October 21<sup>st</sup>, 2011*

As a class, we will together create a list of course concepts related to Community Development and Service-Learning. From this list, I will select 7 concepts to include on the test. You will be required to define and explain the significance of **5 of 7** concepts.

2. Community Experience Journal

*Worth: 20%*

*Length: 3-4 pages, typed, double spaced, and properly referenced (when sources are cited).*

You will be required to submit a journal assignment based on **EITHER** your first, or second, community experience. The “Community Experience” Journal will be submitted during the class that follows your chosen community experience.

If you choose to write about Community Experience 1: your journal will be due on Friday **October 7<sup>th</sup>, 2011**. **OR** if you choose to write about Community Experience#2, your journal will be due on Friday **November 4<sup>th</sup>, 2011**.

Students will journal about each of their community experiences, recording their observations and reactions. While on one level, journal entries are very personal and subjective, there is a more “structured” component to this assignment. Specifically, students’ observations will also be considered more reflectively using concepts from their coursework and/or the wider community development and community-service learning literature.

Each journal entry should have a three part format. You might distinguish the three parts, by typing each entry in a different font. For example, part one– “**DESCRIBE**” might be written using “Arial”; part two- “**REFLECT**” might be written using “**Rockwell Extra Bold**”; part three- “**APPLY**” might be written using “Comic Sans MS.” Alternatively, if you don’t wish to use different fonts to type the sections, you might try: regular type for part 1; *italics for part 2*; **and bold for part 3**.

At the first level, **DESCRIBE** what you heard, saw and did during your community experience. Level two requires that you **REFLECT** upon your reactions to what you heard, saw and did. For example, think about and describe your mental and emotional reactions to your community-service learning experience. Was it meaningful to you? What do you think about the organization, or neighbourhood, in which you worked, and the person or people who were connected with the experience? If it is your second or third community experience, how did it compare to the other(s)? The third level, **APPLY**, is the most challenging. During the application portion of your journal entry, explain how your community experience relates to concepts, ideas and theories associated with community service-learning and/or community development. The purpose of the “apply” portion of your journal entry is to allow what you are learning in the classroom to facilitate your learning in the community, and to allow your community experience to enrich your academic learning. In the apply section, I will expect to see a minimum of 3 concepts used. Some of you will choose to include more. Remember that the effectiveness of your apply section depends not only on the number of concepts included. It is also dependent on how well you explain the concepts and relate those to your experiences.

Each journal submission should be dated, and it should be clear in your entry which agency or neighbourhood you were working in.

### 3. Group Assignment/Presentation

*Worth: 20% --Evaluation by Professor*

For this assignment, students will work in groups. In the spirit of authentic community-academic partnerships, each group will do research in response to a question of interest to the community. The research will be prepared and presented to the class in the form of a “poster” so that upon completion, it may be offered to our community partners for their reference.

In order to determine what kind of research may be helpful to the community organizations or neighborhoods with whom we are partnered, we will attempt to gather a list of topics in two ways: through your conversations while participating in community experiences and by having informal conversations with Brescia’s partners at the Community Fair (**Monday October 3<sup>rd</sup>, 10:30-11:30 am**). Although not required, students will be invited to attend the Community Fair on this day to learn about the London community and the challenges that many of our more vulnerable populations are facing.

### 4. Comprehensive Final Journal

*Worth: 35%*

*Date to be posted on WebCT: Friday November 18<sup>th</sup>, 2011.*

*Due Date: Friday December 2<sup>nd</sup>, 2011 (the last day of class).  
Length: 7 pages, typed, double-spaced, properly referenced.*

Instead of a final examination in this course, you will be required to complete a comprehensive end of term journal. You will follow a similar format to that which is outlined above for the smaller journal assignment however you will be expected to provide a more detailed “application” section, integrating more thoroughly materials from your **3 (three)** community experiences, course readings, lectures, discussions and guest presentations. There will be no additional research for this assignment; it will be based only on materials from the course.

Closer to the due date of this assignment, guiding questions for this final “application” will be discussed.

## **BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

### **1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student’s overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean’s Office in consultation with the student’s instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under “Medical Documentation”. Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations document-ation stating simply that the student “was seen for a medical reason” or “was ill” is **not** considered adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in

advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2011/pg117.html>.

## **2. ACADEMIC CONCERNS**

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

## **3. ABSENCES**

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

## **4. POLICY ON CHEATING & ACADEMIC MISCONDUCT**

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

## **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at [http://www.brescia.uwo.ca/academics/registrar\\_services/index.html](http://www.brescia.uwo.ca/academics/registrar_services/index.html).

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.