

## **Sociology 3331G Community Development Practice**

### **School of Behavioural and Social Sciences**

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Provost and by the course instructor.

#### **General Information**

Course #: Sociology 3331G  
Section #: 530  
Term: Winter  
Year: 2022-23  
Delivery: In-person  
Course Day and Time: Wednesdays 8:30 am-11: 30 am  
Course Location: BR-UH 30

#### **Instructor Information**

Name: Dr. Lina Sunseri (she/her/hers)  
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Telephone number for office appointments: 519-432-8353 ext. 28115  
Office hours: Wednesday 1:00 pm-2:00 pm  
Office location: BR 301A

#### **Course Description**

Exploring the practice of community development, students will cultivate their skills in problem diagnosis, problem solving and community-building initiatives via the analysis of case studies on topics such as literacy and education, health care, seniors, youth, global development, policing and justice, and building of community cultures.

Prerequisite(s): Sociology 3330 F/G and enrollment in the Honors Specialization, Major, or Certificate in Community Development, or permission of the instructor.

**Note: Because this is an essay course, as per Senate Regulations, you must pass the writing component to pass the course. That is, the average mark of your written assignments must be at least 50%.**

## Required Course Materials

1. Cress, Christine, et.al. *Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement across Disciplines and Cultural Communities*. 2013. 2<sup>nd</sup> edition. Available at Western Bookstore.
2. Komives, Susan & Wendy Wagner. *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*. 2017. 2<sup>nd</sup> edition. Available at Western Bookstore.
3. *Community Development Practice: Selected Readings*. 2023. Reading Package available at Western Bookstore.

## Learning Outcomes

By the end of this course, the student will be able to:

- Demonstrate an understanding of some of the major components of community building practice.
- Examine the relationship between community service-learning and popular education models.
- Reflect on their community service-learning through debriefing in the classroom and writing reflective journals.
- Examine how institutions perpetuate oppressions, and the strategies designed to challenge such oppression.
- Demonstrate competency in oral and written communication skills.

*Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honor course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students. (Linda Nilson, Teaching at its Best, 2010: 37).*

## Brescia Competencies

**1.Communication** includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours. (Level 4)

**2.Inquiry and Analysis** involves the methodical practice of exploring issues and posing questions to seek information, knowledge, or clarity in order to gain a more comprehensive understanding of what is true. Inquiry and analysis begins with the collecting of information, the examination of the knowledge, and then converting the material into valuable new knowns. Knowledge is therefore

discovered over time because investigation is continual, as is the testing of new knowledge. Once the evidence has been organized and synthesized, conclusions about the question or problem are developed that logically follow from the inquiry process. (Level 4)

**3.Critical Thinking** involves reasoning, a process where we create arguments by connecting thoughts together so that some thoughts (premises) provide support for other thoughts (conclusions). There are three basic skills involved in critical thinking: interpretation, verification and reasoning. The first skill comprises understanding how words express or fail to express thoughts, expressing clearly what we mean, and discerning an argument's structure. The second skill involves determining whether premises are acceptable. And the third skill encompasses evaluating whether premises make it reasonable accept the conclusion. (Level 4)

**4.Social Awareness and Engagement** involves the “the ability to understand and respond to the needs of others” (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change. (Level 4)

**5. Problem Solving** involves the ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an appropriate outcome has been reached. (Level 4)

**6.Self Awareness and Engagement** involves the ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth. (Level 4)

**7. Valuing** involves the ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas forming one's beliefs and be accountable for their actions. (Level 4)

The above competencies will be achieved through: debriefing in the classroom, reflective journals, a critical reflective essay on service-learning and leadership, class discussions, presentation.

## Teaching Methodology and Expectations of Students

Blending community service-learning and popular educational models, the students will continue with placements that are designed to foster citizen participation in problem diagnosis, problem solving, and community-building initiatives. Students will have opportunity to apply course material to their community placement experiences, and debriefing on the latter in the classroom. The students will develop their leadership skills by providing a presentation to the class on their placement experience and linking this to course material. The instructor uses various media (such as documentaries, music videos) during the lectures to illustrate the theories and concepts covered throughout the term. Students are expected to actively participate in class discussions and class activities.

Below is more pertinent information about the course and expectations of students; please read carefully:

Class Attendance: Excellent attendance, both in class and at placement, is critical to your success in Community Development.

Submission of Assignments: all assignments will be submitted online. All due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (e.g. illness, death in the family). For each day the assignment is late, the student will lose 5 marks out of 100. Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted**. Please note that grades **CANNOT** be adjusted on the basis of need. The mark in the course will be the mark that you earn. Tests, exams, or assignments cannot be re-written to obtain a higher mark. There are no supplemental or bonus assignments. Marks will not be given to students via e-mail; they will be posted in the course OWL, except for final marks –these will be available only through the Office of the Registrar.

### Cellphones and Computers

**Laptop Use:** laptops are allowed in class, **however**, they are only to be used to take notes, not for “chatting” on line or surfing the internet for non-class related information. The latter constitutes disruptive and disrespectful behaviour and is not acceptable. If instructor finds a person doing so, she will warn that student to stop such behaviour. If the student persists in that behaviour, they might be told to stop using the laptop or leave the class. Also, please **turn OFF** and **PUT AWAY** any cell phones, blackberry and other similar devices during class!!

## Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

## Evaluation

## Evaluation Breakdown:

Component	Weight	Date/ Deadline	Learning Outcomes	Brescia Competencies
Ongoing Preparation & Participation	10%	Ongoing	All	All
Critically Reflective Essay	40%	February 15	1,2,3,6	All
Presentation	10%	TBS	1,5,6	All
Comprehensive End of Term Assignment	40%	April 6	1,2,3,4,6	All

## Detailed Description of Grading and Assignment Structure:

### 1) Ongoing Preparation and Participation

The success of the teaching and learning process depends on each person's preparation and participation. Being absent, or late, detracts from the learning experience for everyone.

Here are some guiding thoughts about preparation and participation. Regarding preparation, make every effort to read all required readings prior to class. In reflecting on the reading, think about what was positive about the material. What concepts were difficult to grasp? In what ways do you agree or disagree with the author? Can you relate this to your work as a service-learner? If so, in what ways?

**As part of your participation mark you will be required, throughout the term, to submit three (3) commentaries on readings selected by the professor. The instructor will post the questions on OWL within the first two weeks of the term. You will then submit on due dates by email in a word document attachment to professor.**

Beyond these commentaries, you will be expected to participate in class. Regarding participation, do your best to offer, at each class, your thoughts, insights and questions about the activities and readings of the course. But, allow space for all students to participate. When your colleagues are participating, pose follow-up questions seeking clarification of a point if you need it, respectfully challenge their points of view (if you disagree), and offer comments that further the conversation.

### 2) Critically Reflective Essay on Service-Learning and Leadership

**Length: Approximately 7 pages, typed, double-spaced and properly referenced.**

**Due: February 15, 2023**

The purpose of this assignment is to explore the relationship between community service-learning and the Social Change Model of Leadership Development. There are two parts to this assignment:

1. To begin, read carefully chapters 2,3,6,9,10 of the text *Leadership for a Better World*.
2. At the beginning of the term, the instructor will post on OWL a number of questions for you to answer. These questions will allow you to critically reflect on your own leadership strengths and those components of leaderships that you might want to develop further. Additionally you will be able to connect community service-learning with the Social Change Model of Leadership Development.

### 3) Presentation

Students will give a brief presentation (approximately 30 minutes) on their placement experience, by linking it to course material (drawn from both the *Leadership for a Better World* text, and *Learning through Serving* text). More detailed information will be provided early in the term by the instructor, and posted on OWL. Dates of presentations will be randomly drawn at beginning of term.

### 4) Comprehensive End of Term Assignment

Distributed on OWL: by March 29<sup>th</sup>, 2023

Due: April 6<sup>th</sup>, 2023

Length: Approximately 8 pages, typed, double-spaced, properly referenced.

Instead of a final examination in this course, you will be doing a comprehensive end of term assignment. You will receive **two** questions to answer. These questions will invite you to reflect on course readings, lectures, films, and any other course material (as well as some material covered in previous CD classes that are linked to this course and your placement experience), and provide two essay answers in response to the questions. There will be no additional required research for this assignment.

### Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

### Course Content

Topics will be covered in the order listed; any dates listed are meant as guideline. Please note that the following might be subject to revision. That is, throughout the semester, circumstances may arise that will alter the ordering of topics, the pace at which we move through the material and so on.

**Spring Reading Week runs through February 18-26 no classes will be held during that week!!**

### Weekly Organizer:

Class/Week	Date	Description	Assignments and/or Readings Due
1	Jan. 11	Administrative Details; Introduction	Chapter 1 in <i>Learning through Serving</i>
2	Jan.18	Setting the Context for Community	Chapter 6 in <i>Learning through</i>

		Building: Reflection and Practice	<i>Serving</i> ; “Core Concepts for Community Change” in Reading Package
<b>3</b>	Jan.25	Community Change: Ethics and Models of Change	“Ethical Issues and Practical Dilemmas in Community Organization and Community Participation”; “Theoretical Frameworks for Community Change” Both in Reading Package
<b>4</b>	Feb.1	Popular Education and Partnering with Community	“Problem Posing Education: Freire’s Methods for Transformation”, In Reading Package; Chapters 2 & 3 in <i>Learning through Serving</i>
<b>5</b>	Feb.8	Healthy Community Partnerships	From Reading Package: “The Heart of Partnership” and “Principles in Service-Learning”
<b>6</b>	Feb.15 ESSAY DUE!	Working with Families	From Reading Package: “Individualized Services and Supports through the Wrap Around Process”
<b>7</b>	March 1	Working with Children and Youth	From Reading Package: “Freirian Praxis in Health Education and Community Organizing: A Case Study of an Adolescent Prevention Program”
<b>8</b>	Mar. 8	Working with Indigenous Communities	From Reading Package: “Rebuilding Community After the Residential School Experience”
<b>9</b>	Mar. 15	NO CLASSES THIS WEEK TAKE THIS TIME TO WORK ON YOUR PRESENTATIONS!!!	NO READINGS
<b>10</b>	Mar. 22	Presentations	
<b>11</b>	Mar. 29	Presentations	End of Term Assignment will be posted on OWL by today the latest

12	April 5	Wrap Up and Final Debriefing	End of Term Assignment Due on the 6 <sup>th</sup> !!!!
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**2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

**1. POLICY REGARDING ACADEMIC ACCOMMODATION**

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_135](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135)

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services ([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_10](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10)).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

**Request for Academic Consideration for a Medical Absence**

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 for illness 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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf);
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;



4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor ([https://brescia.uwo.ca/enrolment\\_services/academic\\_advising/book\\_an\\_appointment.php](https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php)). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.*

## 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.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

**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 and warranted.

It is important to note that the Academic 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

([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page\\_64](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64)).

## 4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

[https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written Special Permission from the 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 prerequisite(s).

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, [https://brescia.uwo.ca/student\\_life/health\\_and\\_wellness/index.php](https://brescia.uwo.ca/student_life/health_and_wellness/index.php) and **Health and Wellness at Western**, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html).

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at [https://brescia.uwo.ca/safe\\_campus/sexual\\_violence/index.php](https://brescia.uwo.ca/safe_campus/sexual_violence/index.php).

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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.

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