

I. COURSE DESCRIPTION:

The concept of community is intrinsically tied to the Native cultural identity. Collective identity can be empowering or the target of oppression. Community organizers work to help communities build or regain capacity to change and/or grow. Capacity involves attaining knowledge and skills to build and change. Mastering these skills creates a sense of empowerment. Belief in the ability to accomplish change is essential to capacity building. This leads to successful community development. This course will introduce students to these concepts and their roles in capacity building.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Distinguish between capacity building, community organizing and development.Potential Elements of the Performance:

- Differentiate between capacity building, community organization and development
- Identify community assets as resources

2. Identify several approaches to community organizing.Potential Elements of the Performance:

- Demonstrate knowledge of influences and impacts of the federal, provincial, municipal and First Nations governing bodies
- Recognize the different areas where organizing occurs (individual/group/community)
- Communicate the different approaches to community organizing

3. Clarify the role of the community organizer.Potential Elements of the Performance:

- Link the importance between human and community development
- Recognize the difficulties/barriers to organizing
- Convey familiar with the role of leaders
- Assess the participation levels of community members

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4. **Articulate the concepts and tools related to community empowerment.**
Potential Elements of the Performance:
 - Describe the general principles of community development
 - Utilize community maps to identify community strengths and determining community needs
 - Explore the importance of identifying community assets and human capital
 - Ascertain the process of determining community needs that drive community development

5. **Link the different ways community can be defined to community organization.**
Potential Elements of the Performance:
 - Define different types of communities
 - Develop an understanding and connect the meaning of community as it relates to individuals
 - Develop an appreciation of multicultural and diverse communities

6. **Define mobilization and the strategies involved in community development.**
Potential Elements of the Performance:
 - Understand the significance of motivation of community members
 - Realize the importance of leadership and mobilization
 - Apply the strategies involved in sustainability

7. **Defend the role of research in community development.**
Potential Elements of the Performance:
 - Define different types of community research
 - Discover community in relation to the past, present and future when completing consultations and assessments.

8. **Distinguish between needs assessment and program planning and design.**
Potential Elements of the Performance:
 - Understand the importance of needs assessments
 - Characterize the elements of project planning, project design.
 - Communicate the relevance of project management and evaluation

9. **Adopt effective skills for community organizing and development.**
Potential Elements of the Performance:
 - Describe and participate in community building exercises
 - Implement community organizing and development into a community project

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1. Community Organizing / Development
 - Communities Defined
 - First Nation Communities
2. Concepts and Tools of Community Development
 - Community Evaluations
 - Assets based Development
 - Community Participation
 - The role of the Organizer
3. Community Development in Action
 - Research
 - Mobilization
 - Sustaining Community Developments
4. Skills for Community Development/Organizing
 - Becoming an organizer
 - Using Organizing Skills in the Future
5. Community Project
 - Planning
 - Funding
 - Implementation
 - Management
 - Evaluation

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Bopp, M. & Bopp, J. (2001). Recreating the World: A practical guide to building sustainable communities. Four Worlds Press, Calgary, Alberta

V. EVALUATION PROCESS/GRADING SYSTEM:

| <u>ASSIGNMENTS/EXAMS</u> | <u>WORTH</u> |
|--|---------------------|
| ○ Brainstorm and Team Work Exercise | 15% |
| ○ Test = 2 x 20% | 40% |
| ○ Asset Mapping Assignment | 15% |
| ○ Community Project: | 30% |
| I. Planning/ Participation of Project (10 %) | |
| II. Project Management(10 %) | |
| III. Personal Evaluation (5 %) | |
| IV. Project Planning Class Attendance (5 %) | |

- V. Brainstorm and Team Work Exercise.** This in class group exercise will allow students to develop problem solving skills within a group setting. The process will allow students to practice problem solving from a non-judgmental, cooperative and strength based point of view. After the in -class exercise is completed students will write a 2-3 page paper explaining the problem solving model and describing their thoughts on the process. Students cannot write the paper if they did not attend class during the in class exercise.

Quizzes: The two (2) quizzes for the course will test on sections covered from the Recreating the World text and class lecture. Each quiz will cover new material, therefore will not be comprehensive. Quizzes **CANNOT** be rewritten in order to obtain a higher grade. Tests will only be individually rescheduled, at the discretion of the professor, for substantiated reasons for absence on quiz day. Students requiring rescheduling must make arrangements directly and **IMMEDIATELY** with the professor.

Asset Mapping Assignment: Students will examine a community scenario and complete a series of community asset maps by identifying community strengths, partners and relationships. The community scenario will be used to apply the information from the text, lectures and additional resources to respond to a series of questions identifying the community leaders, community skills and barriers. A detailed outline will be provided by the professor.

Community Project: Students will receive a total of 30% for this project through their participation in the planning and facilitation of a community event. The event will be scheduled between the end of March and the first two weeks of April. The community event will assist the student in developing skills in planning facilitation of a community activity and working with other teams to accomplish the main goal of hosting a community event. The event will be based on creating awareness of a social issue while promoting togetherness and community participation. Students will brainstorm and decide on a theme for the family event.

Marks for the community project will be distributed among four areas:

I. Planning/ Participation of Project: 10 %

Students will be divided into teams. Each team will contribute to the overall completion of the event. Participation will be based on the student's active role and contribution to their team. This will often be documented in the team minutes and agendas.

II. Project Management Chart: 10 %

Students will be required to complete a detailed plan describing the tasks and activities involved in preparing and facilitating the community event. The class will be divided into several teams in order to accomplish their assigned tasks. Each team will be required to submit a detailed Project Management Plan outlining the tasks required, time frame to be completed and identify who will be responsible for completing each task. The Project Management Plan will be marked based on group (team) submission.

III. Personal Evaluation: 5 %

Each student will complete a personal evaluation describing the community event experience. Students are encouraged to write about the positive aspects learned throughout the process as well as the frustrating points. This paper is expected to be a reflective paper that describes the student's thoughts and experiences as the student moved from planning to facilitating the event. Students will also be asked to evaluate their own performance throughout the project.

IV. Class Attendance: 5 %

Attendance in class is essential to planning and preparing for the community project. Class time will be given to work on the planning of the community project. Students will be required to be in attendance to participate in their respective teams.

The following semester grades will be assigned to students:

| Grade | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|-------------|--|-------------------------------|
| A+ | 90 – 100% | 4.00 |
| A | 80 – 89% | 3.00 |
| B | 70 - 79% | 2.00 |
| C | 60 - 69% | 1.00 |
| D | 50 – 59% | 0.00 |
| F (Fail) | 49% and below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field /clinical placement or non-graded subject area. | |
| U | Unsatisfactory achievement in field/clinical placement or non-graded subject area. | |

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| X | A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course. |
| NR | Grade not reported to Registrar's office. |
| W | Student has withdrawn from the course without academic penalty. |

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Course Name**Code #**Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may: (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit

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of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Significant learning takes place in the classroom through an interactive learning approach. The class will be divided into lecture and community project planning sessions. For the lecture portion of class, students must attend a minimum of 70% of scheduled class time. Students' who miss more than 30% class time will be deducted 2% for every class missed.

For the community project planning sessions students will earn 5% of their grade based on their attendance during these sessions. Group planning and communication is very important in project planning. It is the responsibility of each student to maintain contact with their team members when absent from the planning sessions.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

Classroom Courtesy:

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room until the break.

Submission of Assignments

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per day late and will not be accepted for grading one week after the due date.

Students must contact the professor prior to the **due date** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension.

Assignments submitted after business hours are to be emailed to the professor, verifying the date and time submitted. Students will subsequently hand in a hard copy of the assignment.

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when assignment was distributed or if further clarification is requested related to the instructions or concepts.