Course Syllabus

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SOSC 3603

Community Development

Course Description

This course addresses fundamental issues in community development, including the nature of and need for community change, strategies and tactics for community change, and common areas of community change.

This course has three primary foci. The first focus is on understanding the process and structure of community

development and advocacy. The second focus is on the development of an awareness of current community change

efforts within individual communities, and awareness of practice resources available in students' areas of professional interest. The third focus is continued development of an identity as a human services professional, including an awareness of personal values, biases, strengths, and weaknesses.

Course Prerequisites

There are no prerequisites for this course.

Required Materials

Homan, M.S. (2016). Promoting Community Change: Making it Happen in the Real World. (6th ed.). Belmont, CA: Brooks/ Cole/ Cengage Learning. ISBN: 978-1305101944

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

Course Learning Outcomes

CLO#1	Students will understand that the human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups.
CLO#2	Students will understand that the demand for services and the funding of educational programs has been closely related to a number of identifiable human conditions. The needs that arise in these conditions provide the focus for the human services profession.
CLO#3	Students will understand that human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.
CLO#4	Students will understand that there are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.
CLO#5	Students will know the organizational structure of communities.
CLO#6	Students will know the processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism describe trends and demographics of specific social problems.
CLO#7	Students will know current community change activities and plans within their own geographic communities.
CLO#8	Students will know available community resources for specific social problems within their own geographic communities.
CLO#9	Students will be able to demonstrate in writing using APA style, their understanding of community and social change as it pertains to grass roots organizing and local and global activism.
CLO#10	Students will be able to research and locate resources/agencies in the community that would support a client's recovery or action with specific client groups.
CLO#11	Students will be able to discuss and summarize a personal self-awareness pertaining

to ethical issues and values relating to human services management.

Course Learning Assignments and Assessments

Grading

Weekly on-line quizzes (seven @ 10 points each)	70 points
4 article reviews	40 points
Community Development Status Paper	50 points
Community Development Status Oral Presentation	20 points
Group Community Resource Project	55 points
Group Resource Project Oral Presentation	20 points
Online Discussion Thoughts (7 @ 40pts each)	280 points
Total	**325 points**

Weekly Online Quizzes – 70 points

In sessions 1-7 of the course, there will be an on-line quiz on the text chapters that you are expected to read for each session. The online quiz questions may be comprised of true/false, multiple choice, and matching questions. If a student has read all of the required material, he/she should do well on the quizzes. Quizzes are open book, which means that students may refer to material to complete a quiz. All

quizzes will be available and must be completed on Canvas. Quizzes not submitted in this manner will not receive credit. In order to receive credit, quizzes must be completed by designated due dates/times.

Article Reviews – 40 points

Each student is expected to complete and submit 4 article review in sessions 2, 3, 4, and 5.. The permalinks for the peer reviewed articles are included in the course. You must click on the link and it will take you directly to the SWU Rickman Library. You will need to type in your SWU username & password which should gain you direct access to the article. The article review should follow a structure wherein you summarize the article and add your own comments, analysis, observations and reactions. The review should end with a full APA style citation for the article that is being reviewed. All papers are to be written in the third person as a professional paper. The summary of the article must be less than half of the review; your comments, analyses, and reactions must be the remainder of the review. A very good rule of thumb is to keep the summary of the article to one page (which means that the summary will be very general), and reserve the remainder of the review for comments, reactions, and analyses. The summary of an article must cover the entire article; you should focus on the general points and logic of the article. In the comments/analysis/observations/reactions, you may focus on a part of the article or selected points from the article. You should mention a couple of things that they specifically learned from the article, as well as your personal reactions and analysis. It is appropriate to synthesize the article with material encountered in this or other courses. Remember that the instructor has read all the material in the course; it is your job to convince the instructor you have read and thought about the material. The instructor wants to see evidence that you worked to understand the material. The reviews should have a minimum word count of 650 words (i.e., 2 full pages) and a maximum word count of 1300 words (i.e., 4 full pages), written in double-spaced word-processed pages (10-12 point font size, and maximum 1 inch margins). Failure to meet the formatting and minimum word count requirements may result in a deduction of 1 point for each requirement (i.e., word count, font size, margins) that is not met. Remember again to keep the summary of an article to no more than half of the review. Failure to include a clearly discernible comments/analysis/observations/reactions portion of the paper will automatically make the review inadequate. The instructor will grade each Article Review in terms of the amount of thought it reflects. Particular attention will be paid to the following dimensions: 1) organization; the writing and structure of the paper should flow smoothly and clearly, without awkward or unclear sentences, 2) content or critical analysis; the quality of thought, revealed in the quality of the summary of the article, and the quality of the analysis, comments, or observations, 3) grammar and mechanics: the presence or absence of ungrammatical sentences or spelling errors. A formatting checklist is included in the assignment description in the course.

Community Development Status Paper – 50 points

For the first paper, due in Session 6, you are to write a paper about community development/change activities currently occurring in your own community, especially activities or plans directed toward improving human service or quality of life more generally. One approach to determining what community development/change activities are occurring are to consult with local community agencies, such as the local Chamber of Commerce, the local United Way, or the County/Municipality Government (especially the governmental planning/development units), or local branches of state organizations (e.g., DHEC – Department of Health and Environmental Control). A second approach is to conduct a search online for papers/plans related to community development/change activities. A search for the name of a county or municipality, combined with appropriate key words will reveal relevant plans/activities. For example, a search for "Jasper County" and terms such as, "community food assessment [or plan]," "community health assessment," "community housing assessment," "vision or vision plan," "community impact plan," "capacity building," or similar/related terms, will provide a number of links/resources/documents related to community development/change for a given community. Each student should submit a single community development status paper with a minimum word count of 2100 words (i.e., no less than 6 full pages) and a maximum word count of 3150 words (i.e., no more than 9 full pages), written in double-spaced word-processed pages (10-12 point font size, and maximum 1 inch margins). Failure to meet the formatting and minimum word count requirements may result in a deduction of 1 point for each requirement (i.e., word count, font size, margins) that is not met. The community development status paper should contain, in order:

1. Title page
2. Abstract (on a separate page)
3. Body of paper
   1. Summary of designated community (e.g., location, population size, geographic size, very brief history, other
   relevant points) [1 – 4 paragraphs]
   2. Description of identified community development actions/plans. [1 – 4 paragraphs for each action/plan]
   3. Evaluation of community development actions/plans as a whole. That is, where is the community development
   going well? What needs or issues are not being addressed? [1 – 4 paragraphs]
   4. References and resources
A listing of material/individuals/organizations that were utilized in the paper
   5. Appendices, as appropriate

A grading rubric for the community development status paper is included in the Canvas course. The community
development status paper will be scored out of 50 points.

Community Development Status Presentation – 20 points

Students are expected to submit a narrated PowerPoint based, presentation about community development

activities/plans in their communities. Keep in mind that the goal in the presentation is to make your colleagues aware of current activities/plans for community change/development for your community. The presentation should be approximately 10-12 minutes long. A grading rubric for the oral presentation is included in the online course.

The following guidelines should be used for oral presentations by individuals:

Presentations should not be read to the audience. Students should use PowerPoint for their presentation.

Charts, graphs, and drawings get attention and are usually better understood than text or text-style printed

material.

The following is a list of factors that are important when making a presentation.

1. Quality of presentation
   a. Expression
   b. Use of notes
   c. Proper diction
   d. Clear and audible speech
2. Quality of argument
   a. Validity of the arguments
   b. Evidence of research/knowledge
   c. Forcefulness
3. Enthusiasm

Group Community Resource Project – 55 points

Class members are expected to break into groups of 2-4 individuals to report on one aspect of the human services sector. Each group will be assigned to one of five key areas: (1) poverty, (2) public and mental health, (3) aging, (4) substance abuse, and (5) criminal rehabilitation. An alternate area may also be chosen, if discussed with and approved by the course instructor.

The community resource project will consist of a written document with at least four written pages per group/member (e.g., between 8 and 16 pages), written in double-spaced word-processed pages (10-12 point font size, and maximum 1 inch margins). Failure to meet the formatting and minimum word count requirements may result in a deduction of 1 point for each requirement (i.e., word count, font size, margins) that is not met. The community resource project should contain, in order:

1. Title page (with date of project)
2. Abstract (on a separate page)
3. Body of paper

1. Summary of the designated social issue (e.g., nature of the social issue, population/prevalence, very brief

history, other relevant points) [1 – 4 paragraphs]

2. Description of identified community resources. Resource descriptions should include the items listed below, at

the end of this paper description.

3. Evaluation of community resources as a whole. That is, determine whether the community is doing well, or

not so well, with regard to resources for addressing the designated social problem. [1 – 4 paragraphs]

4. References and resources. A listing of material/individuals/organizations that were utilized in the paper

5. Appendices, as appropriate

Each description of a community resource should include:

Develop a comprehensive list of agencies that might serve this population within a 50 mile radius from the

campus where this course is being held. This resource list will thus cover multiple counties/municipalities.

A list of demographics for each agency such as name, address, phone #'s, contact individuals, fax #, email &

website URL's.

The primary function of each agency (i.e. what do they do & what population do they serve.)

Agency mission, vision & value statements, if they have them. Indicate whether agencies are faith based

organizations.

Agencies should be presented in alphabetical order.

If you visit an agency, provide a brochure if possible. (It is not mandatory that you visit any agency.)

A hard copy of this manual should be turned in during Session 7. In addition, an electronic version of the manual should be submitted by the beginning of Session 7, so that the manuals can be posted on Canvas for your peers to access if needed. A rubric for marking the community resources paper may be found in online course. The community resources paper will be scored out of 50. In addition, for each group, the instructor will ask each member of the group to rate the participation/contribution of other group members to the project, paper, and oral presentation, on a 5 point scale. This will give a final score out of 55.

*A group page will be created in the Canvas course as an online collaboration space for sharing files and discussing

responsibilities.

Group Community Resource Project Presentation – 20 points

Students are expected to submit a narrated PowerPoint based, final presentation about their program. Keep in mind that your goal in the presentation is to describe to your peers the resources that are available for referring clients, or working with clients who are dealing with the designated social issue. The presentation should be approximately 10-12 minutes long. A grading rubric for the oral presentation is included in the online course. The following guidelines should be used for oral presentations by individuals:

Presentations should not be read to the audience. Students should use PowerPoint for their presentation.

Charts, graphs, and drawings get attention and are usually better understood than text or text-style printed
material.

The following is a list of factors that are important when making a presentation.
1. Quality of presentation
    a. Expression
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    d. Clear and audible speech
2. Quality of argument
    a. Validity of arguments
    b. Evidence of research/knowledge
    c. Forcefulness
3. Enthusiasm

Online Discussion – 280 points

The discussion thoughts are an opportunity for students to share candidly about the discussion topic listed. Discussions are also an integral part of this course where much of our class integration will take place. Essentially, this is where we will have our class discussions. In a face-to-face course, if someone asked a question, everyone would benefit from hearing the response. Similarly, in the Discussions, our responses to each other will prove useful to all of us. As a part of all Discussions, participants are expected to post an original response as well as a response to at least two other contributors. Please avoid responses like, "I agree," or "This was really good." Instead, push yourself to engage in a meaningful dialogue with your peers, providing well-thought-out points instead of "shoot from the hip" answers. For example, if you agree, explain why. Keep in mind that the perceptions of other members of the class toward you will be almost entirely driven by your postings; consider the perception that you want others to have of you. All your online communications should be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course In order to receive full credit, each student is required to submit the initial posting by 11:59pm on Wednesday and a respond to at least two classmate by 11:59pm on Saturday.

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as "A" through "F" with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
96.0 - 100	A	4.0
92.0 - 95.9	A-	3.7
88.0 - 91.9	B+	3.4
84.0 – 87.9	B	3.0
80.0 – 83.9	B-	2.7
76.0 – 79.9	C+	2.4
72.0 – 75.9	C	2.0
68.0 – 71.9	C-	1.7
64.0 – 67.9	D+	1.4
60.0 – 63.9	D	1.0
0 – 59.9	F	0.0

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Face-to-face sessions are held once a week for three hours, and attendance is mandatory. Classroom attendance will be taken in class by the instructor

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the **recommendations** **(http://www.swu.edu/about-swu/technology-services/computer-recommendations/)** provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities" found in mySWU's Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Student Success Coordinator in Rickman Library 224. Call 864-644-5036 for more information.

Course Summary:

Date	Details	Due
Thu Mar 5, 2020	Discussion 1 (https://swu.instructure.com/courses/2638146/assignments/25216248)	due by 11:59pm
Sun Mar 8, 2020	Session 1 Quiz (https://swu.instructure.com/courses/2638146/assignments/25216235)	due by 11:59pm
Thu Mar 19, 2020	Discussion 2 (https://swu.instructure.com/courses/2638146/assignments/25216249)	due by 11:59pm
Sun Mar 22, 2020	Session 2 Quiz (https://swu.instructure.com/courses/2638146/assignments/25216234)	due by 11:59pm
	Article Review #1 (https://swu.instructure.com/courses/2638146/assignments/25216255)	due by 11:59pm
Thu Mar 26, 2020	Discussion 3 (https://swu.instructure.com/courses/2638146/assignments/25216250)	due by 11:59pm
Sun Mar 29, 2020	Article Review #2 (https://swu.instructure.com/courses/2638146/assignments/25216256)	due by 11:59pm
	Session 3 Quiz (https://swu.instructure.com/courses/2638146/assignments/25216247)	due by 11:59pm
Thu Apr 2, 2020	Discussion 4 (https://swu.instructure.com/courses/2638146/assignments/25216251)	due by 11:59pm

Date	Details	Due
Sun Apr 5, 2020	📝 **Article Review #3 (https://swu.instructure.com/courses/2638146/assignments/25216257)**	due by 11:59pm
	📝 **Session 4 Quiz (https://swu.instructure.com/courses/2638146/assignments/25216238)**	due by 11:59pm
Thu Apr 9, 2020	📝 **Discussion 5 (https://swu.instructure.com/courses/2638146/assignments/25216252)**	due by 11:59pm
Sun Apr 12, 2020	📝 **Article Review #4 (https://swu.instructure.com/courses/2638146/assignments/25216258)**	due by 11:59pm
	📝 **Session 5 Quiz (https://swu.instructure.com/courses/2638146/assignments/25216233)**	due by 11:59pm
Thu Apr 16, 2020	📝 **Discussion 6 (https://swu.instructure.com/courses/2638146/assignments/25216253)**	due by 11:59pm
Sun Apr 19, 2020	📝 **Community Development Status Paper (https://swu.instructure.com/courses/2638146/assignments/25216259)**	due by 11:59pm
	📝 **Community Development Status Presentation (https://swu.instructure.com/courses/2638146/assignments/25216260)**	due by 11:59pm
	📝 **Session 6 Quiz (https://swu.instructure.com/courses/2638146/assignments/25216236)**	due by 11:59pm
Thu Apr 23, 2020	📝 **Discussion 7 (https://swu.instructure.com/courses/2638146/assignments/25216254)**	due by 11:59pm
Sun Apr 26, 2020	📝 **Group Comm. Resource Presentation (https://swu.instructure.com/courses/2638146/assignments/25216261)**	due by 11:59pm
	📝 **Group Comm. Resource Project Paper (https://swu.instructure.com/courses/2638146/assignments/25216262)**	due by 11:59pm
	📝 **Participation Rating (https://swu.instructure.com/courses/2638146/assignments/25216263)**	due by 11:59pm

Date	Details	Due
	📝 **Session 7 Quiz** **(https://swu.instructure.com/courses/2638146/assignments/25216245)**	due by 11:59pm
	📝 **Roll Call Attendance** **(https://swu.instructure.com/courses/2638146/assignments/25835946)**	