

BRESCIA UNIVERSITY COLLEGE
School of Leadership and Social Change

Sociology 2215A:
Bridging Classroom and Community:
An Introduction to Community Development through
Service-Learning
Fall 2017

Course Director: Dr. Lisa Jakubowski
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Class Time:
Tuesdays: 11:30-2:20 pm, MSJ-135
Office Hours (Term 1):
Tuesdays: 2:30-3:30 pm
Or, by appointment.

Course Prerequisites:

Sociology 1020 or 1021E or permission of the instructor.

Course Description:

Community development includes any collaborative process which enhances the ability of communities to both identify and respond to their own needs and priorities. By taking students beyond the classroom into the community, *Bridging Classroom and Community* creates opportunities for students to experience community development through service-learning. In this course, we explore community development and how it is related to the four skills of cultural diversity competence. 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 become “allies” and work towards positive social change and justice.

During this course, students will be involved in 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 and lecture materials.

Learning Outcomes:

Upon completion of this course students will be able to:

1. **Articulate** an understanding of the following: community development as it relates to the four skills of cultural diversity competence, oppression, becoming an ally
2. **Demonstrate and cultivate** the skills of collaboration, oral and written communication.
3. **Employ** principles of diversity competence in the classroom and during service-learning experiences.
4. Critically **analyze** knowledge learned in the classroom through community experiences and their associated journaling assignments.

Student competency on these outcomes will vary. You can expect to achieve these outcomes if you honour course policies, attend classes regularly, complete all assigned work in good faith and on time, demonstrate understanding of the course content, and meet all other course expectations of you as a student.

Brescia Competencies:

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing world. Throughout this course, students will be developing the following Brescia Competencies:

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.

Critical Thinking is the ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis

The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Problem Solving

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 acceptable outcome has been reached.

Self-Awareness and Development

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.

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.

Valuing

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 informing one’s beliefs and be accountable for their actions.

Assignment and Grading Structure:

Assignment	Weight	Course Learning Outcomes	Brescia Competencies
Midterm Test	35%	1, 2, 3, 4	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry and Analysis ✓ Self Awareness and Development ✓ Social Awareness and Engagement

Assignment	Weight	Course Learning Outcomes	Brescia Competencies
Group Assignment/ Presentation	20%	1, 2, 3	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Problem Solving ✓ Self-Awareness and Development ✓ Social Awareness and Engagement
Final Comprehensive Journal	45%	1, 2, 3, 4	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Self-Awareness and Development ✓ Social Awareness and Engagement ✓ Valuing

Required Texts and Readings:

Bishop, Anne. 2015. *Becoming an Ally: Breaking the Cycle of Oppression in People*. (3rd ed.) Halifax: Fernwood Publishing/ZED Books.

Hogan, Mikel. 2013. *Four Skills of Cultural Diversity Competence*. (4th ed.) Belmont, CA: Brooks/Cole Cengage Learning.

* One reading, in electronic form, linked to our OWL page.

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.*

CLASS DAYS	COURSE THEMES/DUE DATES	REQUIRED READINGS
September 12 th	Administrative Details; Introduction to Service-Learning	Hogan, Chapter 1
September 19 th	Understanding Community	“Understanding Community” (<i>e-reading linked to our OWL page</i>)
September 26 th	Exploring Community Cultures <i>Guest Presentation: Martin McIntosh- RHAC (to be confirmed)</i>	Hogan, Chapters 2 and 3
October 3 rd	SERVICE-LEARNING EXPERIENCE #1	No new readings
October 10 th	FALL READING WEEK	No new readings
October 17 th	Midterm Test	No new readings
October 24 th	Understanding Oppression	Bishop, Chapters 1-4
October 31 st	SERVICE-LEARNING EXPERIENCE #2	No New Readings
November 7 th	Exploring Different Types of Oppression <i>Reflect on Experience #2</i> <i>Guest Presentation: TBA</i>	Bishop, Chapters 5-7
November 14 th	Breaking the Cycle of Oppression/ Becoming an Ally	Bishop, Chapters 8-10
November 21 st	SERVICE-LEARNING EXPERIENCE #3 END OF TERM	No New Readings

	ASSIGNMENT POSTED OWL	
DATE	COURSE THEMES/DUE DATES	REQUIRED READINGS
November 28 th	Becoming an ally continued; Practicing Cultural Competence <i>Reflect on Experience #3</i> Questions and clarification regarding final assignment <i>Presentation from the “Expressions Group”, My Sister’s Place (to be confirmed)</i>	Hogan, Chapters 4&5
December 5 th	Final Reflections END OF TERM ASSIGNMENT DUE TODAY, <u>IN CLASS</u>	No new readings

Detailed Breakdown of Assignment and Grading Structure:

1. Midterm Test:

Worth: 35%

Date: Tuesday October 17th, 2017

For this test, you will do an in-class journal, connecting your first community experience to the material thus far covered in class. In preparation for this test, we will together create a list of course concepts related to community development, service-learning and cultural diversity competence. This list will serve as a guide for the “apply” portion of this test described below.

Your journal should be divided into 3 parts. In Part 1, **DESCRIBE** what you heard, saw and did during your community experience. Part 2 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 with whom you were connected during the experience? The third and final part of your journal level, **APPLY**, is the most challenging and most important. During the application portion of your journal, 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 course 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 and relate the chosen concepts to your experiences.

2. Group Assignment/Presentation

Worth: 20% --Evaluation by Professor

Date of Presentation: November 14, November 28, or December 5, 2017.

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 a community organization. The research will be prepared and presented to the class in the form of a **poster** or **creative alternative** that is “community-friendly”. Upon completion, your project is to be delivered to the community organization upon which the project is based.

In order to determine what kind of project may be helpful to the community organizations or neighborhoods with whom we partner, I encourage you to develop topics in consultation with community partners of Sociology 2215 or in consultation with other community organizations where you have volunteered.

These assignments will be briefly presented to the class. You will have a maximum of 15 minutes for presentation and questions.

4. Comprehensive Final Journal (Take Home)

Worth: 45%

Date to be posted on OWL: Tuesday November 21st, 2017.

Due Date: Tuesday December 5th, 2017 (the last day of class).

*Length: 7-10 pages (**max.**), 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. This journal is to be written using the following format.

Students will journal about their 3 community experiences, recording their observations and reactions. To begin, your journal should include the dates and locations of your 3 community experiences and it should be clear in your discussion which agency or neighbourhood you were working in. 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 analytically and critically using concepts from their coursework and class readings.

This journal will be divided into three parts: describe, reflect, apply. 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**.

In Part 1, briefly **DESCRIBE** what you heard, saw and did during your various community experiences. Part 2 requires that you **REFLECT** upon your experiences. For example, think about and describe your mental and emotional reactions to your community-service learning experiences. Compare the 3 experiences. Were they meaningful to you? What did you think about the organizations, or neighbourhoods in which you worked, and the person or people with whom you were connected during the experiences? The third part, **APPLY**, is the most challenging. During the application portion of your journal, explain how your community experiences relate 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 6 course 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 and relate the chosen concepts to your experiences. Concepts can be taken 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.

This assignment will conclude with a final, more general question related to the themes addressed throughout the course. Two weeks before its due date, this assignment will be posted on our OWL course site.

Course Specific Policies:

1. Submission of Assignments

- All assignments should be submitted both through **turnitin.com** (*when specifically requested*) and **in hard copy** during the class when it is due. **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 (for example, an illness, or death in the family). For each day the assignment is late, the student will lose 1/2 a mark (that is, 1/2 (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, laptops, iPads and/or tablets are to be used for note-taking and class related activities only. Thank you, in advance, for your cooperation!

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 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 her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation 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. 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.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. 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 documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation.

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 policy on requesting accommodation due to illness can be viewed at:

<http://westerncalendar.uwo.ca/2017/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, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). 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

(<http://westerncalendar.uwo.ca/2017/pg130.html>)

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

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

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

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 (<http://www.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 Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

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 (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

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 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/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

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 learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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 <http://brescia.uwo.ca/life/sexual-violence/>.

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.