

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

**Sociology 2215A:**  
**Bridging Classroom and Community:**  
**An Introduction to Community Development through Service-**  
**Learning**  
**Fall 2015**

Course Director: Dr. Lisa Jakubowski  
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Class Time:  
Tuesdays: 10:30-1:20 pm  
Office Hours (Term 1):  
Tuesdays: 9:15-10:15 am  
Or, by appointment.

**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, the process of doing community-based research and its related ethical issues. Because community development involves a commitment to working with oppressed and/or marginalized groups, we will also spend some time considering the concept of oppression and the ways in which we can work towards positive social change and justice.

During this course, students will 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. **Illustrate** examples of community-based research and the related ethical issues.
4. **Employ** principles of diversity competence in the classroom and during service-learning experiences.
5. Critically **analyze** knowledge learned in the classroom through community experiences and their associated journaling assignments.

### **Course Prerequisites:**

Sociology 1020 or 1021E or permission of the instructor.

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

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

<b>Assignment</b>	<b>Value of Assignment</b>	<b>Learning Outcomes</b>
Midterm Test	25%	1, 2, 3
Community Experience Journal (based on <b>either</b> Experience #1 or Experience #2)	20%	1, 2, 4, 5
Group Assignment/ Presentation	20%	1, 2, 4
Final Comprehensive Journal	35%	1, 2, 3, 4, 5

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

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

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

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

## **Detailed Course Outline:**

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

<b>CLASS DAYS</b>	<b>COURSE THEMES/DUE DATES</b>	<b>REQUIRED READINGS</b>
September 15 <sup>th</sup>	Administrative Details; Introduction to Service-Learning	Hogan, Chapter 1
September 22 <sup>nd</sup>	Understanding Community	“Understanding Community” (on reserve in Brescia Library)
September 29 <sup>th</sup>	Exploring Community Cultures  <b>Guest Presentation: Martin McIntosh- RHAC</b>	Hogan, Chapters 2 and 3
October 6 <sup>th</sup>	SERVICE-LEARNING EXPERIENCE #1	No new readings
October 13 <sup>th</sup>	Research & the Community  Reflect on Experience #1 SUBMIT JOURNAL 1	1) “Becoming an Anti-Oppressive Researcher” (on reserve in Brescia Library);
October 20 <sup>th</sup>	Midterm Test	No new readings
October 27 <sup>th</sup>	Understanding Oppression	Bishop, Chapters 1-4
November 3 <sup>rd</sup>	SERVICE-LEARNING EXPERIENCE #2	No New Readings
November 10 <sup>th</sup>	Exploring Different Types of Oppression	Bishop, Chapters 5-7
November 17 <sup>th</sup>	Breaking the Cycle of Oppression/ Becoming an Ally	Bishop, Chapters 8-10

<b>CLASS DAYS</b>	<b>COURSE THEMES/ DUE DATES</b>	<b>REQUIRED READINGS</b>
November 24 <sup>th</sup>	SERVICE-LEARNING EXPERIENCE #3  END OF TERM ASSIGNMENT POSTED ON SAKAI	No New Readings
December 1 <sup>st</sup>	Becoming an Ally continued; Practicing Cultural Competence  Reflect on Experience #3  Questions and clarification regarding final assignment  <b><i>Presentation from the Expressions Group, MSP (to be confirmed)</i></b>	Hogan, Chapters 4&5
December 8 <sup>th</sup>	Final Reflections  END OF TERM ASSIGNMENT DUE TODAY, <u>IN CLASS</u>	No new readings

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

1. Midterm Concept Test:

*Worth: 25%*

*Date: Tuesday October 20<sup>th</sup>, 2015*

In preparation for this test, we will together create a list of course concepts related to community development, service-learning and cultural diversity competence. From this list, I will select 7 concepts to include on the test. You will be required to define and explain the significance of **5 of 7** concepts.

2. Community Experience Journal

*Worth: 20%*

*Length: 3-4 pages, typed, double spaced, and properly referenced.*

You will be required to submit a journal assignment based on **EITHER** your first or second community experience. The “Community Experience” Journal will be

submitted during the class that follows your chosen community experience.

**If you choose to write about Community Experience 1:** your journal will be due on **Tuesday October 13<sup>th</sup>, 2015.** **OR if you choose to write about Community Experience#2,** your journal will be due on **Tuesday November 10<sup>th</sup>, 2015.**

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

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

At the first level, **DESCRIBE** what you heard, saw and did during your community experience. Level two requires that you **REFLECT** upon your reactions to what you heard, saw and did. For example, think about and describe your mental and emotional reactions to your community-service learning experience. Was it meaningful to you? What do you think about the organization, or neighbourhood in which you worked, and the person or people with whom you were connected during the experience? If it is your second or third community experience, how did it compare to the other(s)? The third level, **APPLY**, is the most challenging. During the application portion of your journal entry, explain how your community experience relates to concepts, ideas and theories associated with community service-learning and/or community development.

The purpose of the “apply” portion of your journal entry is to allow what you are learning in the classroom to facilitate your learning in the community, and to allow your community experience to enrich your academic learning. In the apply section, I will expect to see a minimum of 3 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.

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

### 3. Group Assignment/Presentation

*Worth: 20% --Evaluation by Professor*

*Date of Presentation: November 17, December 1, or December 8, 2015.*

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

In order to determine what kind of research may be helpful to the community organizations or neighborhoods with whom we are partnered, we will attempt to gather a list of topics through your conversations while participating in community experiences, or through your own personal experiences serving/volunteering in community.

**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

*Worth: 35%*

*Date to be posted on Sakai: Tuesday November 24<sup>th</sup>, 2015.*

*Due Date: Tuesday December 8<sup>th</sup>, 2015 (the last day of class).*

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

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

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

## **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. If you are not in class, the assignment must be submitted to the

Registrar's Office, where it will be dated, and placed in my mailbox. **No assignments should be placed under my office door.** All assignment due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (eg. illness, death in the family). For each day the assignment is late, the student will lose  $\frac{1}{2}$  a mark (that is,  $\frac{1}{2}$  (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, computers are to be used for note-taking and class related activities only—NOT surfing the net, chatting, looking at photos etc. Thank you 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 on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

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 under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, 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. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2015/pg117.html>

## **2. ACADEMIC CONCERNS**

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

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

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

## **3. ABSENCES**

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

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

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

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](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.

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

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

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

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is

considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

## **6. PREREQUISITES AND ANTIREQUISITES**

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

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

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.html> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . 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.

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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.