

Taking the Course for Credit

Community Development Academy - Course 3

Rural Sociology 4343/7343: Creating Capacity for Dynamic Communities

September 21-25, 2009

You may enroll for three hours of graduate or undergraduate college credit from the University of Missouri-Columbia. Those who desire to do so must notify the instructor by noon on Tuesday.

Fees: Fees vary according to University tuition rates, but there are no out-of-state tuition fees for this course. For those employed by the University of Missouri: educational assistance policy applies.

Required Textbooks:

Facilitator's Guide to Participatory Decision-Making 2nd Edition, Sam Kaner et al. Gabriola Island, BC Canada: New Society Publishers, 2007. **ISBN-10: 0787982660**

Dry Bone Rattling, Mark R. Warren. Princeton, NJ: Princeton University Press, 2001. **ISBN-10: 0691074321**

Streets of Hope, Peter Medoff & Holly Sklar. Boston, MA: South End Press, 1994.

Terms of Engagement: Changing the Way We Change Organizations, Richard Axelrod. San Francisco, CA: Berrett-Koehler, 2003. **ISBN-10: 0896084825**

These books may be purchased by special order from the University Bookstore (e:mail: textbooks@missouri.edu or call 1-800-862-5866), www.amazon.com, or your preferred bookstore.

Requirements:

- ◆ Fully participate in the course. Keep in mind how you might apply the content to your work.
- ◆ Read course texts, papers, and handouts. Keep in mind how you might apply the content to your work. You will find it helpful to participate in the discussion group for those taking the course for credit and to keep a written reflective journal on community development practice as related and begun in the course and connected to course readings and texts.

Assignments:

1. Write a paper that addresses how you plan to implement what you have learned and the skills you have acquired through participating in the on-site course to enhance the ability of people in your community to create, build and sustain their community. The paper should include sections that indicate at least the following:

Setting: your role in your organization and the “community” or communities in which you will strive to implement what you have learned.

Capacity: how you will provide leadership in local development (local defined by your role responsibility) to empower and sustain communities for the future

Organization: how you will enhance the capability of the community to develop and use its own appropriate information and how will you engage people in forming viable community organization to sustain the efforts

Partnering: how you will assist people in the community to collaborate and develop new partnerships

Inclusivity: how you will deal with issues of discrimination

Please give careful attention to both content and teaching methods as they relate to your expected outcomes. The purpose of this is to generate thinking from a learning/teaching point of view and to enhance one’s capacity as a teacher of community development. An educational process might take many forms (but is not limited to): setting up a mentoring process with one or more people; developing a set of materials for people to use; organizing and teaching one or more classes in community development; starting a new community leadership development class (e.g. EXCEL) or community dialogue series (e.g. Study Circle or Issues Forums).

2. Write a paper analyzing the four textbooks and their indications for application in your local community or present position.

◆ **Final paper is due Thursday, December 10th, 2009. If papers are not received an incomplete may be processed. See course instructor about taking an incomplete.**

All assignments are to be submitted to the instructor by mail, e-mail or fax (contact info below). To insure timely grading, since instructors often travel, please send a courtesy copy of the assignments to Coleen Hughes (contact info below.)

NOTE: We can adapt the dates for submission of assignments to meet a student’s need to complete the course within the current semester. We have successfully accommodated students with this need in the past. We do, however, need to know prior to the start of the course that this is a need of the student. Contact Steve Jeanetta

Grading for the course will be based on the following:

25 % of grade will be based upon active participation in the course.

35% on paper integrating on-site course and notebook content into practice.

40% on the paper analyzing the four textbooks and indications for application.

Incomplete (I) Grade

Whenever a student cannot be assigned a grade at the end of a course in which he/she has been enrolled because his/her work is for good reason incomplete, the instructor will postpone the grade of the student, reporting to the Registrar the fact that such student's grade is **I**. An **I** grade may be assigned only when (1) the completed portion of the student's work in the course is of passing quality, and (2) there is such evidence of hardship as to make it unjust to hold the student to the time limits previously fixed for the completion of his/her work. The time allowed for the removal of an **I** grade is one calendar year from the date of its recording. If not altered, a grade of **F** will be assigned automatically (Does not apply to courses taken for graduate credit). This began with courses taken during the **fall 2003** term. When the incomplete work is accomplished, proper notification of the grade to be assigned will be provided to the University Registrar and the student.

Academic Honesty

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration or any other form of cheating, consult the course instructor.

Special Needs

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services, A048 Brady Commons, 882-4696, or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Student Complaints

If a student has a complaint about the course and is unable to resolve it with the instructor(s), s/he is encouraged to bring the issue to the attention of the Division of Applied Sciences Director— Michael Nolan, 215 Gentry Hall, University of Missouri-Columbia, Columbia, MO 65211, 573-882-7740.

Contact information:

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If you need accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the course instructor immediately. You should visit privately with the course instructor after class, or in his/her office.

Office location: 229 Gentry Hall

To request academic accommodations (for example, a note taker or extended time on exams), students must also register with the Office of Disability Services, S5 Memorial Union (<http://disabilityservices.missouri.edu> ; [573] 882-4696). It is the campus office responsible for reviewing accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other resources for students with disabilities, click on "Disability Resources" at the bottom of the MU homepage at <http://www.missouri.edu>.