Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2019

Course Code: SDS322R
Course Title: Community Engagement and Social Development

Class Times/Location: Tuesdays 2:30-5:20pm; REN0402

Instructor
Instructor: Amanda Jenkins
Office: REN 1623
Office Hours: By appointment
Email:

Course Description

This course highlights the importance of community engagement to individual, community and societal wellbeing, and introduces theory and methods related to social inclusion and participation in community. Through case examples and hands-on experience, this course explores approaches to research and professional practice designed to stimulate social development through community engagement.

Drawing on case examples from Canada and around the world and through direct, hands-on experience, this course will introduce students to ways in which research, service provision and other elements of
professional practice can be designed to stimulate community engagement and strengthen individual and community capacity. Theoretical links to social development will be covered, including theories of social connectedness and social capital, participatory development and social change.

**Course Objectives and Learning Outcomes**

Upon completion of this course, students should be able to:

A. explore the definitions, meanings, and inherent values associated with the concept of community engagement;
B. identify the characteristics and different forms of community engagement across various settings;
C. gain insights into the importance of and factors involved in community engagement through critical reflection on direct experience;
D. be introduced to various methods used to stimulate and evaluate community engagement;
E. gain an appreciation of the importance of community engagement to professional (and voluntary) practice in social development professions.

**Required Text**

All readings are available on-line via the UW Library, LEARN or the internet. Please see "Syllabus: Lecture Schedule and Readings" below for complete listing of required readings by topic and week.

**Course Requirements and Assessment**

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<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>On-going</td>
<td>20%</td>
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<tr>
<td>Discussion questions</td>
<td>Weekly</td>
<td>10%</td>
</tr>
<tr>
<td>Integrating Essay</td>
<td>February 12</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Presentation</td>
<td>Throughout course</td>
<td>15%</td>
</tr>
<tr>
<td>Culminating Essay</td>
<td>April 5</td>
<td>40%</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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**Participation**

Students are expected to prepare for class by reading and reflecting on the required materials in relation to their own experiences and observations of community. The participation mark is based on a combination of
participation in experiential learning activities, classroom discussion groups, and whole-class lectures and discussions, and other classroom activities.

Participation will be assessed in part through self-evaluation. Students will be asked to submit a short (one page) attendance/participation self-evaluation form, stating the score (out of 20) they believe they deserve and their rationale for this mark. The final mark is subject to review and change by the instructor.

*Experiential learning component*

The objective of this assignment is to ensure that every student has some direct experience in community engagement (or being engaged in community) to which to relate the theory and practice themes we will be exploring in the course readings and discussions.

Every student in this course is required to spend a minimum of 15 hours participating in some kind of community group, project or activity over the course of the semester. Students may work together in small groups. The majority of this experiential component must take place early enough in the semester to provide sufficient opportunity for discussion and reflection on it in the classroom and in course assignments. Students will be required to keep and submit a log of their hours, and provide contact information for a person capable of verifying their involvement.

Many different kinds of activities are acceptable for this course, as long as you select something that involves you in some form of intentional, collective action towards a shared goal or purpose. You could, for example, volunteer for a local charity or community organization, organize an event or social action in your neighbourhood or on campus, start a reading group, participate in a choir or community theatre company, join a campus group, etc. Activities may take place within Renison or at UWaterloo, but students are strongly encouraged to step outside of their normal contexts and comfort zones. Students already involved in community activities may be able to use that involvement toward the experiential learning component of this course. Please discuss with the instructor.

In finding a volunteer position, students are strongly encouraged to attend the **Volunteer Fair on Tuesday January 16th 2018 at 11am located**
**within the student life center (SLC) on campus.** At this fair there will be representatives from different organizations looking for volunteers. Students are also encouraged to use the following resources in finding a volunteer position:

University of Waterloo FEDS Volunteer Centre  
Student Life Centre Room 3107  
[https://feds.ca/feds-services/volunteer-centre](https://feds.ca/feds-services/volunteer-centre)

Charity Village  
A database of volunteer positions  
[https://charityvillage.com/app/](https://charityvillage.com/app/)

LEADS  
University of Waterloo Volunteer Job Board  
[https://leads.uwaterloo.ca/Account/LogOn?ReturnUrl=%2fJob%2fPostings](https://leads.uwaterloo.ca/Account/LogOn?ReturnUrl=%2fJob%2fPostings)

University of Waterloo Centre for Career Action  
[https://uwaterloo.ca/career-action/resourceslibrary/career-planning-job-search/volunteering](https://uwaterloo.ca/career-action/resourceslibrary/career-planning-job-search/volunteering)

Volunteer Action Centre  
Kitchener, Ontario  
[https://uwaterloo.ca/career-action/resourceslibrary/career-planning-job-search/volunteering](https://uwaterloo.ca/career-action/resourceslibrary/career-planning-job-search/volunteering)

The following places, which were contacted in advance, have also agreed to take on a number of students as volunteers:

House of Friendship  
51 Charles St E Kitchener  
519-742-0662

Reception House Waterloo Region  
675 Queens St. S Kitchener  
519-743-2113

Kids Ability  
500 Hallmark Dr. Waterloo  
519-886-8886

A representative from the Volunteer Action Centre in Kitchener will also be coming into class to discuss volunteer options and how students can use their database online to find a volunteer placement.
Small group discussion

The objective of this activity is to facilitate the integration of experiential learning with theory and course readings. Students will be randomly assigned to small discussion groups (4-6 people) for the 12 weeks of the course. Discussion groups will meet in class each week, following a short lecture, to share community engagement learning experiences with each other and to critically explore the week's theory or theme in relation to their experiences. Discussion topics or questions and other specific instructions will be provided each week by the professor at the start of the discussion group activity.

Discussion Questions
The purpose of this assignment is to get students thinking about the assigned readings before the class (and to give you credit for doing so).

In advance of each week's class, each student is required to submit 2-3 discussion questions related to the course reading(s) for that week. To receive full marks, the discussion questions must address a central or substantive theme in each of the readings, be designed to stimulate small group discussion, and reflect the student's engagement with the reading materials. Students are encouraged to cite page numbers (and/or quote passages) when referring to specific ideas or comments in the readings.

Discussion questions should be posted to the related discussion forum on LEARN before noon each Monday (the day before the class). Students earn 1 mark for every week for which they submit satisfactory set of questions (beginning in Week 2), to a maximum of 10 points.

Integrating Essay
The objective of this assignment is to stimulate focused, individual consideration by each student of two course themes or topics, integrating the lectures, theory and readings with observations from experience. While the discussion groups provide opportunity for the integration of ideas and perspective on a wide range of topics and while they may provide ideas for the integrating essays, the integrating essay is expected to be more focused on a singular theme and to be the individual student's unique work.

The integrating essay should be 1,000-1,250 words in length (excluding title
The integrating essay should be submitted via the appropriate drop box on LEARN. MS Word or Rich Text Format is preferred. A hard copy of the essay also needs to be submitted in class. Penalties for late submissions apply (see Late Work policy below). The integrating essay is due on February 12 (11:30 a.m.).

**Reading Presentation**

In partners, you will provide one 15-20 minute (maximum) presentation of the key points from one of the readings assigned to the class. You will be marked on:

a. How well you provide a general synopsis of the article – 4 marks
   - Clear introduction stating the authors’ names and purpose of the article
   - Overview of the strengths and limitations of the reading
   - Identification of how the reading contributes to course content, (i.e. interviewing and assessment)

b. Identification and description of key points and rationale – 4 marks

c. Presentation that is creative – 4 marks
   - Presentation method highlights the content well
   - There is evidence of thought and preparation by all members who are presenting

d. Presentation interactive; engages class members (e.g. discussion, posing questions) – 3 marks
Culminating Essay
The overall objective of this assignment is to bring course themes and materials together with your own experience and observations towards a coherently structured essay about community engagement. In this assignment, students are challenged to use their experiences and observations of community engagement to illustrate or critique course readings and other materials, and to use the theory and ideas from class to critically reflect upon their community engagement experience.

Unlike the "integrating essays" in which you focus on one narrow theme from one section of the course materials, the culminating essay requires you to draw on themes and materials from all 4 sections of course materials, and to search out and integrate additional community engagement literature and tools, where necessary, to support/enhance your perspective. Cite your references to course materials (including page numbers where relevant), using APA format.

The essay should include a brief overview of the context and activities of your 15-hour experiential learning activity, and then should explore a variety of themes and topics on community engagement (from the course readings and discussions) in relation to your experiential component.

The culminating essay should be 2,000-2,500 words in length (not including title page or reference list). Please double space your essay and submit it via the dropbox (MSWord or Rich Text Format preferred) no later than 11:30 a.m. on Friday April 5, 2018.

Assessment 7 Description

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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<td><strong>Part 1: Introduction</strong></td>
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<td>Jan. 8</td>
<td><strong>Course Overview:</strong></td>
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<td>· Course objectives, syllabus review</td>
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<td>· Introduction to key ideas and concepts</td>
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<td>Topic</td>
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<td>· Defining community engagement</td>
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<td>Representative from Volunteer Action Centre to discuss volunteer opportunities</td>
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<td><em>Discussion questions (due noon Monday)</em></td>
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<td>· Community and belonging · e.g., health and community engagement</td>
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<td><em>Discussion questions (due noon Monday)</em></td>
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<td><em>Discussion questions (due noon Monday)</em></td>
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**Part II: Individual Wellbeing**

**Part III: Community and neighbourhood building**
| 5 | Feb. 5 | **The power of social networks**  
|   |       | social capital, community engagement and wellbeing.  
|   |       | Guest Speaker  
|   |       | Discussion questions (due noon Monday)  
| 6 | Feb. 12 | **Food and community engagement**  
|   |       | Discussion questions (due noon Monday)  
|   |       | Integrating essay is due  
| 7 | Feb. 19-22 | **READING WEEK** |
| 7 | Feb. 26 | **Community engagement and marginalization**  
|   |       | e.g., addressing health inequity  
|   |       | Discussion questions (due noon Monday)  
<p>|   |       | <strong>Part IV: Organizing and activism</strong> |</p>
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<th><strong>Research for Engagement</strong></th>
<th><strong>Engagement and democracy</strong></th>
<th><strong>Activism and the social factors of engagement</strong></th>
<th><strong>Promoting and evaluating engagement</strong></th>
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<td>8</td>
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<td>- community based research</td>
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<td><em>Discussion questions (due noon Monday)</em></td>
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<td>9</td>
<td>Mar. 12</td>
<td><strong>Engagement and democracy</strong></td>
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<td>- Guest Speaker</td>
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**Part V: Wrapping up**

| 12 | April. 2 | **Engagement as process**  |                                |                                |                                        |
|----|---------|-------------------------------|                               |                                |                                        |
|    |         | - The pyramid of engagement  |                                |                                |                                        |
|    |         | - Class wrap up               |                                |                                |                                        |
|    |         | *Discussion questions (due noon Monday)*  |                               |                                |                                        |
|    |         |                                |                                |                                |                                        |
**Late Work**
A penalty of 3% per day will be deducted from the mark on assignments handed in late. Extensions will be considered in extenuating circumstances, and accommodations will be made for students unable to complete their assignments for reasons of illness or unforeseen circumstance.

**Electronic Device Policy**
Students may have and use electronic devices in class at their discretion. Please ensure all ringers and notifications are on silent before coming to class. Heavy users are asked to be mindful of those beside and behind them and to manage their use (and where they sit in the classroom) to minimize distraction to others. The professor reserves the right to limit or withdraw an individual's use of electronic devices in the classroom if they become disruptive that or any other student's learning.

Audio or video recording of lectures and other class activities is not permitted without the consent of the professor.

**Final Examination Policy**
For **Winter 2019**, the established examination period is **April 10-27, 2019**. The schedule will be available at the end of January. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [https://uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations)).

**Accommodation for Illness or Unforeseen Circumstances:**
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

**Academic Integrity:**
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more
information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity Office (uWaterloo):**
http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**
**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

**Off campus, 24/7**
- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)
Download [UWaterloo and regional mental health resources (PDF)](#)
Download the [WatSafe app](#) to your phone to quickly access mental health support information.

**A respectful living and learning environment for all**

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.

2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.

3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.