RS 4500 Course Syllabus

Asset-Based Community Development. Spring 2023 (full term)

Course Information

- **Course times and location:** Mondays and Wednesdays, 2:20 p.m.- 3:40 p.m. in Room 333 Kottman Hall. All sessions are in-person.

- Most course sessions will require the use of a **laptop computer capable of running various forms of software,** including access to Carmen and R Studio. Specific "Lab-based sessions" that utilize R Studio on the following dates:

  2/1, 2/14, 2/16, 3/9, 3/21, 4/13

- **Credit hours:** 3

- **Mode of delivery:** Required live and synchronous participation in scheduled course meeting time and location unless otherwise specified. *This is not a hybrid course; CarmenZoom links to connect to live course sessions in a remote format will only be provided to enrolled RS 4500 students who are **registered and approved** in the University's COVID-related accommodation system at the time of the request. Details regarding COVID-19 Accommodation Requests are available here.*

Instructors

- **Name:** Joe Campbell, Ph.D. Lecturer, School of Environment and Natural Resources. Director, Environmental Professionals Network

  - **Email:** campbell.844@osu.edu
  - **Office location:** 265 Kottman Hall

- **Name:** Ken Martin, Ph.D. Professor, Community Development, Department of Extension, and College of Food, Agricultural, and Environmental Sciences Department of Extension

  - **Email:** martin.1540@osu.edu
  - **Office location:** Agricultural Administration Building, Suite 3

- **Means of communication:**

  - Preferred method of communication for questions is **email.**
  - **Office hours:** by appointment. Please contact the individual directly by email to arrange an in-person or virtual Office Hours meeting.

o   Class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your <u>notification preferences</u> (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Special Teaching Support for Social Network Analysis and Visualization provided by Jordan Inskeep, M.S. Student (EEDS Alum 2022, Course Alum 2020)

Course Prerequisites

* ENR 3500

Course Description

The application of an asset-based community development framework to address environmental, economic, and social issues at the community-level in the United States.

Learning Outcomes

By the end of this course, students should successfully be able to:

* Understand the leading theories and models that guide the practice of community development.

* Apply these theories and models of community development to various social, environmental, and economic issues.

* Assess development strategies that are intended to enhance different forms of community assets (physical, human, social, financial, political, cultural, and environmental).

* Describe the resources, partnerships, and funding required and the trade-offs associated with these development strategies.

* Collect and analyze "stocks" of the community capitals from real-world communities using universal and particularistic measures.

* Apply a basic level of R-based language programming to create social network graphic presentations, educational tools, and to conduct data analysis.

* Demonstrate their community development skills through public presentations, facilitating small group discussions, conversations with outside experts, and report writing.

How This Course Works

Mode of delivery: This course is primarily in-person. You will find a sequence of materials and activities each week in Carmen, and we will meet for two weekly sessions during our scheduled class meeting time.

Live classroom time will include selected lectures, guided discussion, active learning exercises, presentation of supplemental audio-visual material, and small group presentations and discussion facilitation. Lectures will focus on reviewing and enhancing understanding of the day's topic, including the introduction of supplemental content provided by students and guest presentations. Assignments to be completed outside of class will facilitate in-class work.

Pace of online activities: This course is divided into **weekly modules** that are released at least one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average. This includes studying, reviewing and editing notes, discussing with fellow students, etc. and does not equate to assignments and work activities

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. Your participation, and facilitating participation among peers and community residents, is a core element of the community development process. With that in mind, I have the following expectations for everyone's participation:

- **Participating in in-class activities for all live, scheduled sessions for the course is required. This** includes both sessions when you are a lead facilitator or presenter, as well as live, scheduled sessions when you are not a featured facilitator or presenter.

- You are expected to attend every course session and to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss a class session, then discuss it with me *as soon as possible.*

- **Leadings group-based facilitation**: **two or more times during the semester** As part of your participation in this course and application of community development skills, you will be evaluated on at least two occasions for group-based presentation and class facilitation on Guided Reading Assignments and the Community Capitals Framework. You and your team will develop your own

set of questions to challenge students and create in-class activities based upon the respective assignment. You can expect to participate actively in these sessions when you are not a designated facilitator or presenter as part of our substantive class discussion on the week's topics.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- Our **required textbook** is Asset Building and Community Development by Gary Green and Anna Haines. Sage Publications. 4th edition. Published in 2016. I strongly recommend purchasing this book online or renting it for the semester. This book is usually cheaper to purchase through online vendors (e.g., Amazon, Packback) though is available through the Ohio State Barnes & Noble bookstore. There is a reserve copy of the 2nd Edition (that contains much of the same material) available in the OSU FAES Library.

- **Additional readings** are posted on the course's Carmen Modules and Guided Reading Assignments.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.

- **Webcam:** built-in or external webcam, fully installed and tested

- **Microphone:** built-in laptop or tablet mic or external microphone

- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

R and RStudio Studio installations are free and required, made available during course time. Will be explained in pre-lab. Required free hard drive space: Mac - 150MB, Win - 257MB.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.

- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills; Free hard drive space: Mac - 150MB, Win - 257MB.

- Navigating CarmenCanvas (go.osu.edu/canvasstudent)

- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: go.osu.edu/it

- **Phone:** 614-688-4357 (HELP)

- **Email:** servicedesk@osu.edu

Grading and Grade Calculation

Assignment Category	Points
1) Guided Reading assignments	150 points • 30 points per highest five assignments
2) Facilitate one Guided Reading class discussion and in-class activity	40 points
3) Facilitate one discussion on two community capitals involving theory, policy, and data collection	40 points

4) Community-based organization (CBO) report
 	
    Paper assignment
    CBO Social Network Map
    Short summary in class
    Interview reflection
	320 points
	
	• 150 points
	• 100 points
	• 50 points
	• 20 points

5) Identifying the power (leadership) structure of your own community
 	
    Community selection and identification of potential interviewees *(due mid-semester)*
    Final community Social Network Map
    Final presentation
    Final written paper
	400 points
	
	• 50 points
	• 100 points
	• 50 points
	• 200 points

6) Participation This score is a final (end of semester) tally of your participation in-class and group discussions, asking thoughtful questions to guest speakers, including attendance for each Guest Speaker and Social Network Analysis Lab Days.	50 points
Assignments Total	**1,000 points**
Environmental and Social Sustainability Research Experience Program (ESSREP) extra credit opportunity	Up to 20 points extra credit

See Course Schedule for due dates.

Descriptions of Major Course Assignments

1) *Guided Reading* assignments (30 points each)

Purpose: to enhance understanding of key course concepts and preparation for assignments, lectures, and in-class activities.

Description: there are six "guided reading" (GR) assignments this semester. Each is worth 30 points. All assignment submissions must be submitted on Carmen prior to class (due by 2:15pm) and you must have a copy with you during class to ensure that you have the materials and responses you need to participate in the designated group discussion and participatory session. Your lowest GR score will be dropped; therefore, your highest five out of six GR scores will contribute to your final grade.

2) Facilitate one *Guided Reading* class discussion and in-class activity (40 points)

Purpose: to develop, enhance, and practice community development skills through public presentations, facilitating small group discussions, and developing original educational content.

Description: once this semester, you will be part of a team that leads a discussion on the Guided Reading questions, on the Guided Reading questions, develop your own set of questions to challenge students and create in-class activities based upon the assignment. For this assignment, your team will have roughly 60 minutes to facilitate the discussion in our course's standard meeting time, which will:

    a) Implement diverse methods to facilitate student discussion and learning on the assigned reading (address at least 60% of the provided questions),

    b) Draw upon the provided questions and your own questions and/or activities that further student learning on this subject,

    c) Apply key themes from this reading to a real-world community,

    d) Teaching options include using individual (e.g., reflective journaling) or small group facilitated discussions (e.g., sharing examples within facilitated, small group exercises); web resources such as video or other media; brief quizzes or surveys on Carmen or other software.

3) Facilitate one *Community Capital* theory and data collection discussion in-class activity (40 points)

Purpose: to advance the study and measurement of community development and the Community Capitals Framework and to enhance presentation, facilitation, and data analysis skills.

Description: We will examine each of the seven community capitals as it relates to community development practice in the U.S. Once this semester, you will first select a date listed for one of the community capital book chapters to review and join a facilitation team. For this assignment, your team will have roughly 60 minutes to facilitate the discussion in our course's standard meeting time, which will:

   a) Engage peer students on the key theoretical and practical components of the selected capitals, and policy decisions that have affected the use of these capitals in community development,
   b) Provide indicators/measures of this capital for communities in the U.S. and lead the class in data collection activities. Provide clear data sources for each of the indicators/measures employed.
   c) Explain how the community capitals are interrelated with one another using clear exercises and examples.
   d) Demonstrate how each of the two community capitals can be conceptualized as edges (stocks, flows, and exchanges) that exist between community nodes (CBOs).

Please note: An excellent (40 points) score for class facilitation assignments is based upon: the team addressing each of the assigned book chapters, developing a set of independent questions and/or activities, and utilizing the full length of time allotted for productive and engaging classwork on the assigned subject. The team must provide clear indicators and data sources.

4) Community-Based Organization Paper, Network Analysis Map, and In-Class Summary (320 points)

Community-based organizations (CBOs) are crucial to the community development process. Often CBOs must partner with one another and other outside organizations in government, business, and other non-profits to accomplish their objectives. Your ability to analyze other organizations effectively on paper and to communicate this information to others is a critical skillset in community development. For this assignment you will select an organization from your community (*you are encouraged to conduct this assignment in conjunction with the Final Paper*) and analyze it through a) a written assignment, b) a map of the social networks surrounding your selected CBO, c) an in-class CBO summary, and d) interview one individual knowledgeable about this organization. *More on this during computer lab sessions.* Selecting a CBO that presents formally in class is not permitted. Please contact the instructors directly if you have any questions.

5) Identifying the power (leadership) structure of your own community (400 points)

To get things done in a community, whether to improve physical capital (e.g. housing and homelessness), environmental capital (e.g. recreational space), human capital (e.g. youth education) or a combination of capitals and causes, requires working through networks of individuals and organizations. Understanding the community's power structure is critical to these efforts. The purpose of this assignment is to apply the practices of community development and to tie your knowledge gained back to theory. There will be various activities (and sub-assignments) related to this overall (final) assignment throughout the semester, including at least three interviews with knowledgeable individuals in your community, so start early!

6) Participation (50 points)

This score is a final (end of semester) tally of your participation in-class and group discussions, debates, asking thoughtful questions to guest speakers, including attendance for each Guest Speaker and Social Network Analysis Lab Days. Your participation in small and full group discussions, during our live sessions and asking thoughtful questions to guest speakers, instructors and peer presenters/facilitators is critical to your success in this course. In addition, participation in "lab" sessions are a required aspect of this course. The lab days should not be missed. These days will be specified in advance.

If you are not comfortable speaking and asking questions in front of audiences, then please let me know at the start of the semester and plan to use the multiple opportunities for small group discussion to demonstrate your knowledge of the material. I will also be taking attendance each day, which will factor into this grade.

Please note these in-class expectations:
- You are prepared for each session, having read the required material prior to class. Participation and preparedness is a significant part of community development and your grade! I will do my best to return your dedication and commitment.
- This preparation carries over to attending/logging into class on time and remaining in class for the entire period. I will hold myself to the same standards.
- Our time together is limited therefore I respectively ask that you do not use electronic devices (laptops, tablets/iPads, cellphones) during class outside for class purposes. We shouldn't see or hear these items during our sessions unless they are being used for specific class participation purposes in our classroom.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

There are no late or alternative make-up dates for you and your team's designated class facilitation on Guided Reading Assignments and the Community Capitals Framework due to the collaborative nature group-based presentations. You and your team will develop your own set of questions to challenge students and create in-class activities based upon the respective assignment in advance and present during the scheduled live session.

Late submissions for Guided Reading and Community-based research Assignments (e.g., CBO paper) are not recommended. They are possible, however, with a 20% grade deduction for each late day. Please refer to Carmen for due dates.

If you are facing extenuating circumstances, please reach out to the instructors immediately. Documentation will be required.

Extra credit participation and research opportunities

The **Environmental and Social Sustainability Research Experience Program (ESSREP)** is a structured opportunity for students to earn up to 20 points for this class. The goal of ESSREP is to enhance student's understanding of social scientific research methods and help apply class lessons to their lives. As a way to gain extra credit for this class you can get hands-on experience participating in research studies conducted by Faculty and Graduate Students in the Environmental and Social Sustainability (ESS) Lab in SENR. Research studies (i.e., extra credit opportunities) will continue to become available as the semester progresses. Studies typically have a set number of participation slots and operate on a first-come, first-served basis. Thus, students are more likely to secure a spot if they sign up for a study when it first opens and/or earlier in the semester. Students are encouraged to check study availability regularly.

- In order to sign up for research studies (i.e., extra credit opportunities) you will first need to create a SONA account using your OSU email address at https://osu-essrep.sona-systems.com.

- You will then be able to view and sign up for studies and monitor your credit accumulation through the SONA Systems.

- This program is optional. Credits that students earn through ESSREP will be applied to increase their grades. A student's choice not to participate will have no negative impacts on their grade.

If you do not wish to participate in research OR are under the age of 18, a written paper extra credit alternative through ESSREP is also available. Papers will be based on approved research articles and are due at set dates throughout the semester. See

https://ess.osu.edu/subject-pool/papers-option for grading criteria and other information about the ESSREP paper option. If you wish to select and enroll in the paper option, you should email the lab manager **Ellen Eilers at: eilers.14@osu.edu <u>by</u>** <u>January 17</u>

A total of **up to 2 research credits** will be possible as extra points for this course, constituting 2.0% of your final grade [or equivalent of 20 points of your final score; 1 ESSREP research credit = 10 RS4500 points].

If you have any questions about the research or paper options, or encounter difficulties with Sona systems please contact the lab manager Ellen Eilers at: <u>eilers.14@osu.edu</u>

Your instructors and TAs <u>do not have access</u> to Sona systems and will not be managing the paper option; please direct all ESSREP-related questions to the lab manager.

Instructor Feedback and Response Time

The instructors are providing the following list to give you an idea of our intended availability throughout the course. (Remember that you can call <u>614-688-4357 (HELP)</u> at any time if you have a technical problem.)

- **Email as our preferred contact method:** If you have a question for our instructional team (Joe and Ken), please contact us first through my Ohio State email address. Our instructional team will reply to emails within **48 hours on days when class is in session at the university**.

- **Class announcements:** Important class-wide messages will be sent through the Announcements tool in CarmenCanvas. Please check <u>your notification preferences</u> (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Grading and feedback:** For assignments submitted before the due date, our instructional team will try to provide feedback and grades within **ten days**. Assignments submitted after the due date may have reduced feedback and grades may take longer to be posted.

Grading scale

93–100: A	73–76.9: C
90–92.9: A-	70–72.9: C-
87–89.9: B+	67–69.9: D+
83–86.9: B	60–66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Other Course Policies

Writing and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
  - APA Citation formatting will be used in this course for formal assignments.
  - For helpful information on references and citations please use the Purdue OWL: https://owl.english.purdue.edu/owl/resource/560/01/ or the APA Reference materials provided on Carmen.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity Policy

See Descriptions of Major Course Assignments for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Safe & Healthy Buckeyes

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu). Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.
Read more on the Personal Safety Practices page. See: https://safeandhealthy.osu.edu/ for additional guidelines and resources; as well as for any updates from the university regarding changes in policy and procedure.

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at https://go.osu.edu/principlesofcommunity. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (https://equityandinclusion.cfaes.ohio-state.edu/). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at https://studentlife.osu.edu/bias/report-a-bias-incident.aspx.

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Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Students are encouraged to contact instructors to discuss Course Attendance/Deadline Modifications (ADM) agreement. This document outlines expectations for both students and instructors and provides a structure for determining reasonable flexibility.

Additional reasons for absence from group-based working sessions and other attendance/deadline modifications may include the following:

- Illness, physical or mental, or injuries of the student or a student's dependent

- Situations covered by Title IX, including medical conditions related to pregnancy

- Participation in intercollegiate athletic events and other university-affiliated academic events as stated in Faculty Rule 3335-9-22 Group Absences

- Subpoenas; Jury duty; Military service; Bereavement, including related travel

- Religious observances: holidays observed by many members of the university community include, but are not limited to: Rosh Hashanah; Yom Kippur; Sukkot; Passover; Shavuot; 'Id alFitr; 'Id al-Adha, and Good Friday; A calendar of commonly observed religious holidays can be viewed at: registrar.osu.edu/participationroster/religious_holidays.pdf

For these situations the best people to contact, at your pace of comfort and discretion, are 1) any group project teammates to explain your absence and develop an alternative approach to contributing to group work; 2) our Course Instructors to navigate potential ADM or other arrangements.

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

- R and RStudio. Lab 1 on Carmen includes links to free access and downloads, and will be explained in pre-lab. Required free hard drive space: Mac - 150MB, Win - 257MB.

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates. The Course Schedule on the following page is subject to change.

Week	Points	Topics, Readings, Assignments, Due Dates
1	0	**Monday, 1/9:** Introduction to course, syllabus, and expectations **Wednesday, 1/11:** Asset Building and Community Development Reading: Textbook Chapter 1

2	40	**Mon, 1/16**: Martin Luther King Day - No classes, campus offices closed
		
		    Reading: Marton (2019) *Remembering Martin Luther King Jr., the Organizer*
		
		    Assignment: Reflection questions due Tues, 1/17 by 11:59 p.m.
		
		Weds, 1/18: Discuss how and why Homo Sapiens cooperate.
		
		    Reading: Harari (2015)
		
		    Assignment: Guided Reading (GR) 1 due by 2:15 p.m.
		
		    In-class activities facilitated by Drs. Campbell and Martin

3	40	**Mon, 1/23**: The Democratic Promise and Pre-Lab Assignment introduction
		
		    Pre-class Viewing: *Democratic Promise videos YouTube (one hour)*
		
		    Assignment: Video questions due by 2:15 p.m.
		
		    In-class activities facilitated by Drs. Campbell and Martin
		
		Weds, 1/25: Measuring Community Development
		
		    Reading: Community Development's (*international, peer-reviewed journal)* "Special issue" (2013)
		
		    Assignment: GR 2 due by 2:15 p.m.

4	50	**Mon, 1/30**: Research Methods for Identifying Community Power
		
		    Reading: Powers (1975) and Lyon & Driskell (2012) Chapter 13
		
		    Assignment: GR 3 due by 2:15 p.m.
		
		Weds, 2/1: Lab Session 1 Network Data and Simple Network Functions in R
		
		    Reading/Viewing: TBD, complete Pre-Lab Assignments
		
		    Assignment: Lab 1 due by 11:59 p.m.

5	80	**Mon, 2/6:** Locating the Community Field
		
		    Reading: Sharp (2001)
		
		    Assignment: GR 4 due by 2:15 p.m.

		Weds, 2/8: CBO Research Strategies and Interview Guide Assignment: Community selection and identification of potential interviewees due by 2:15 p.m.
6	10	**Mon, 2/13:** Lab Session 2 Data Collection for Community Development Network Data Assignment: Lab 2 due by 11:59 p.m. **Weds, 2/15**: Lab Session 3 Community Development Network Visualization Assignment: Lab 3 due by 11:59 p.m.
7	10	**Mon, 2/20:** "Around the Room" CBO activity **Weds, 2/22**: ABCD in Practice
8	40	**Mon, 2/27:** Guest speaker: *Ja'net Graham, Senior Clean Energy Advocacy Manager, IMPACT Community Action* **Weds, 3/1**: The Process of Community Development Reading: Textbook Chapter 4 and Dodge (1980) Assignment: GR 5 due by 2:15 p.m.
9	40	**Mon, 3/6:** CBOs, Social Networks, and CCF Resource Flows Reading: Meenar (2015) Assignment: GR 6 due by 2:15 p.m. **Weds, 3/8:** Lab Session 4 Community Development Network Statistical Analysis Assignment: Lab 4 due by 11:59 p.m.
N/A		*Spring Break – 3/13 to 3/17 – No class*
10	320	**Mon, 3/20:** Lab Session 5 CBO Network Lab **Weds, 3/22:** CBO presentations
11	30+	**Mon, 3/27:** Social Capital Data Collection Exercise and CCF Data Dashboard Introduction Pre-class Reading/listening: Freakonomics Podcast "Trust Me", Textbook chapter 7 on Social Capital **Weds, 3/29:** Community Capital Data Collection and Discussion 1 and 2
12	30+	**Mon, 4/3:** Community Capital Data Collection and Discussion 3 and 4 **Weds, 4/5:** Community Capital Data Collection and Discussion 5 and 6

13	0	**Mon, 4/10:** CCF Data Collection and Analysis **Weds, 4/12:** Lab Session 6 Community Network Session
14	0	**Mon, 4/17:** ABCD Practice **Weds, 4/19:** Earth Day Event Opportunity! 5:00 p.m. Ohio State Fawcett Center
15	400	**Mon, 4/24 – last class for graduating seniors** – Senior Presentations Optional Community Assignment Presentation date
F	400	**Tues, 5/2: 4:00pm - 5:45pm** University-Designated Final Exam Time (non-graduating Seniors Presentation)