

WYP1617 - Community-Based Assessment and Design: Creating Well-being in Local Communities



Instructor Information

Instructor: Will Postma, Sessional Instructor
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Course Identification

Course Number: WYP1617
Course Format: In class, with online elements
Course Name: Community-Based Assessment and Design: Creating Well-Being in Local Communities
Course Location: Wycliffe College
Class Times:

Friday, September, 17	9:00am – 4:30pm
Friday, October 1	9:00am – 4:30pm
Friday, October 22	9:00am – 4:30pm
Friday, November 12	9:00am – 12:30pm
Friday, December 3	9:00am – 12:30 pm

Prerequisites: none

Course Description

The residents of urban at-risk communities often have ministry done to them by well-meaning people. Organizations (non-profits, churches, government, etc.) swoop in with money, people and resources and tell the community what they need. Playgrounds are erected overnight, projects initiated, murals painted over, or urban gardens appear without anyone asking the people who live there what they want. The message that no one listens is reinforced in their minds. God's concept of "shalom" is not one of doing to people but one of inviting people to directly own and participate in the development and well-being of their own neighbourhoods and communities. Participants in this course will develop the skills necessary to engage, learn from and accompany a local community in its path towards greater well being. This approach is guided through the development tools of community assessment (listening to the community) and project design, monitoring and evaluation (responding with the community to its understanding and hopes for well-being). At the end of this course participants will have the skills necessary to involve the community in its own restoration.

II. Learning Outcomes

Community Assessment – First Half of Course

Community assessment is the process of defining the “why” and “who” of a proposed project by collecting and analyzing information on the community through its stakeholders.

ACHIEVEMENT BASED OUTCOMES:

- *Unpack* the meaning of Shalom
- *Define* local neighbourhoods from community members’ perspectives and strengths
- *Complete* Stakeholder Analysis and Key Informant Interviews
- *Design* a focus group
- *Develop* an understanding of gender in relationship to community development
- *Engage* in secondary research on the local community context
- *Facilitate* a consultation within the local community
- *Analyze* project ideas for connection to community need
- *Conduct* a community validation of Community Assessment Report

Project Design - Second Half of Course

Project design is the process of developing appropriate project plans using assessment results to integrate community needs with their priorities and make a decision on whether to implement the project. The purpose of developing a design is to set out objectives alongside resources available that prioritize the needs and opportunities identified in the assessment so that the resulting project can be successfully implemented and managed.

ACHIEVEMENT BASED OUTCOMES:

- *Design* a community based project
- *Create* baselines, objectives, targets and indicators
- *Develop* an implementation plan
- *Institute* feedback loops
- *Construct* a project budget
- *Develop* your personal philosophy of community development

III. Requirements and Evaluation

The breakdown of the assignments for the semester is as follows:

Assignment	Grade %	Assignment	Evaluation Criteria
Participate fully in class discussions	20%	Assignment A: Class Participation	<ul style="list-style-type: none">• See Annex A
Analyze the textbook “To Live in Peace” by Mark Gornik	20%	Assignment B: Book Report	<ul style="list-style-type: none">• See Annex B

Critique a community assessment report	20%	Assignment C: Critique of Community Assessment	• See Annex C
Create a Project Design Document	20%	Assignment D: Create a Project Design Document	• See Annex D
Write a personal philosophy of community development	20%	Assignment E: Write a personal philosophy of Community Development	• See Annex E
Total	100%		
Note: <ul style="list-style-type: none"> ○ Plagiarism is a serious offense. <i>The minimum penalty for a plagiarized paper is the grade of zero.</i> If you borrow ideas, words or phrases, you must acknowledge your sources properly. See links and further details below. ○ Please review the Toronto School of Theology Grading System below. 			

V. Required Reading:

Gornik, Mark, *To Live in Peace: Biblical Faith and the Changing Inner-City*, Eerdmann's, 2002.

Lupton, Robert. *Compassion, Justice, and the Christian Life*. Regal, 2007.

McKnight, John & Block, Peter. *The Abundant Community*. Berrett-Koehler, 2012.

VI. Recommended Reading:

Lupton, Robert. *Toxic Charity*. Harperone, 2012.

Woodley, Randy. *Shalom and the Community of Creation: An Indigenous Vision*, 2012.

Myers, Bryant, *Walking with the Poor: Principles and Practices of Transformational Development*. Revised and expanded edition. Orbis, 2011.

Corbett, Steve and Brian Fikkert, *When Helping Hurts: How to Alleviate Poverty without hurting the poor and and yourself*, Moody Publishers, 2009.

The Instructor may add further readings for all of the class or for certain students depending on their chosen content and assignment

VII. Outline of Classroom Sessions, Assignments and Required Readings

Date	Objectives	Reading	Assignment	Due Dates
By September 17	<ul style="list-style-type: none"> • Complete pre-work for this course 	<ul style="list-style-type: none"> • Review Course Syllabus • Read <i>To Live in Peace</i> (pg. 1-64) 	Identify five key phrases from <i>To Live in Peace</i> (pp. 1-64) and be prepared to share in class why these are meaningful to you	For Sept 17 class
September 17 & October 1 classroom sessions	<ul style="list-style-type: none"> • Understand who is in the class • Complete review of Syllabus & Assignments • Unpack the words Shalom, Compassion and Capacity • Understand the concepts of Community Assessment and Design • Discuss why do a community assessment and different methodologies of assessment and design • Prepare for partner visits, community conversations 	<ul style="list-style-type: none"> • Read <i>To Live in Peace</i> (pg. 65-242) Note: Come to class on October 1 ready to discuss the full book, <i>To Live in Peace</i>		
October 1 and 22 classroom sessions	<ul style="list-style-type: none"> • Share learnings from partner visits and community conversations as relating to Community Assessment • Understand the elements of Design, Monitoring and Evaluation • Develop an Objectives Tree • Conduct a Risk Assessment • Develop and distinguish indicators and targets • Identify Baselines • Unpack the words abundance, participation and justice • Create a Project Design Map and budget • Prepare for further partner visits and community conversations • Share what we learned about Community Development this semester 	<ul style="list-style-type: none"> • Read <i>Compassion, Justice and the Christian Life</i> • Read <i>The Abundant Community</i> • Read one at least of the recommended readings Note: Come to class ready to discuss these books (further instruction to be given on January 24)		
		<ul style="list-style-type: none"> • Read Foundational scriptural passages: Genesis 1-3, Nehemiah 1-6; Isaiah 61, Jeremiah 29, Matthew 25, and Revelations 21 	Assignment B Book Review	Due: September 27 (by 5:00 pm)
		<ul style="list-style-type: none"> • Lupton, Robert. <i>Compassion, Justice, and the Christian Life</i>. Regal, 2007. 	Assignment C Community Assessment review	Due: October 20 (by 5:00 pm)

		<ul style="list-style-type: none"> McKnight, John & Block, Peter. <i>The Abundant Community</i>. Berrett-Koehler, 2012. 	Assignment D Project Design	Due: November 10 (by 5:00 pm)
			Assignment E Philosophy of Community Development Paper	Due: December 1 (by 5:00 pm)
December 3 classroom session	<ul style="list-style-type: none"> Review and discuss Project Designs and identify opportunities for clarity and strengthening of the design Discuss Partner Visits and Share learnings with an intent to apply learnings to respective project designs Review respective Philosophy of Community Development Papers 		Identify five key learnings from the work on Project Design, Partners Visits and and the Final Paper (Philosophy of Community Development) and be prepared to share in class why these are meaningful to you	For December 3 class

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Annex A: Class Participation (20% of Grade)

Active participation is required in each classroom session, and assumes thorough understanding of assigned readings, evidence of exploration of your own experiences, full engagement in classroom learning events and activities (active listening, verbal, visual and kinesthetic) and completion of in-class and extra-class assignments. A variety of participatory learning practices will be explored and employed together by instructors and students.

"Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria. The criteria focus on what you demonstrate, and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. The average level of participation to satisfy the criteria for this class would be a '3'." (Maznevski, 1996)

Grade Range	Criteria
9.5-10 (A/A+)	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g. readings, course material, discussions, experiences etc.). • Offers analysis, synthesis, and evaluation of case material; for example, puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate etc. • Demonstrates ongoing very active involvement.
8.5-9 (A-/B+)	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts such as life experience) to class. • Contributes well to discussion in an ongoing way: responds to other participants' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
7.5-8 (B)	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g. straight from the case or reading), without elaboration, or does so very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
7-7.5 (B-)	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
0 (F)	<ul style="list-style-type: none"> • Absent

Maznevski, M. (1996). [Grading Class Participation](#). *Teaching Concerns: A newsletter for faculty and teaching assistants*.

Annex B: Book Review Assignments (20% of Grade)

Book reviews typically evaluate important written works. They offer a brief description of the text's key points and provide a short appraisal of the strengths and weaknesses of the work. This book report will also require your reflection on the major themes in the book through your own experience within community.

Note: This book report should take the form of a paper and not simply answering a series of questions.

Book to Review: Gornik, Mark, *To Live in Peace: Biblical Faith and the Changing Inner-City* (Eerdmann's, 2002).

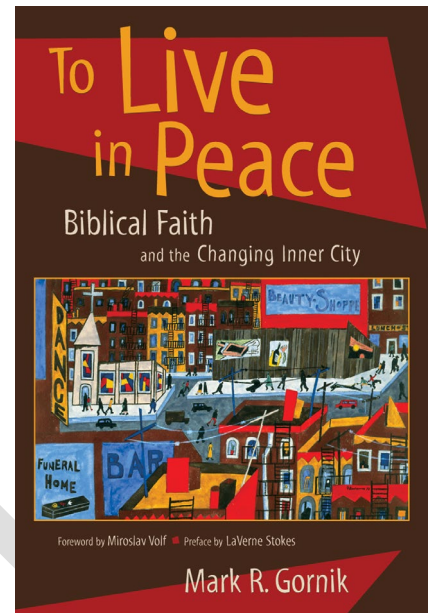
Include the following in your book review.

1. **Critique** the thesis and core principles through these questions:
 - a. What is the theological/biblical core of Gornik's commitment to ministry with those limited by poverty?
 - b. What 3-4 concepts on community development of the book would you *affirm*?
 - c. What 2-3 concept(s) of the book would you challenge?
 - d. What 1-2 concept(s) on community development of the book would you *add*?
 - e. What is your assessment of the author's argument in supporting the book's thesis?
2. **Analyze** a significant scenario from your own life, volunteer experience, work or ministry by applying several of the key concepts of community development from the book. What new insights to this experience have you gleaned?
3. **Construct** a biblical-rooted definition of community development with supportive reasoning. You should consider both a theoretic and Biblical framework for your discussion. **Place** your final definition in a textbox near the end of your paper.

It is assumed that this assignment will be between 1,500 – 2,000 words (6-8 pages).

Higher marks are given for depth of analysis, integration of personal story, writing style, grammar and adherence proper referencing guides. If you have any comments, questions or concerns please contact Will Postma at wpostma@pwrdf.org

Note: Assignments not received by the deadline will be subject to a lower grade



Annex C: Community Assessment Report (20% of Grade)

Note: This may be considered a group assignment and completed in a group with 2-3 people. All participants in the group will receive the same grade.

Further clarifications on this assignment to be provided in class.

Conduct a Community Assessment Report (CAR) based on a methodology that we will develop together in class. Among the key criteria will be:

- *Depth of analysis*
- *Clarity of writing*
- *Integration of class and book materials*
- *Logical flow of analysis to conclusion*

If you have any comments, questions or concerns please contact Will Postma at wpostma@pwrdf.org

Note: Assignments not received by the deadline will be subject to a lower grade

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Annex D: Project Design Document (20% of Grade)

Note: This may be considered a group assignment and completed in a group with 2-3 people. All participants in the group will receive the same grade.

Further clarifications on this assignment to be provided in class.

Having conducted a Community Assessment, you will create a Project Design Document (PDD) based on a template provided to you.

Criteria for assignment will be:

- *Alignment* with the Project Design Document Template
- *Depth* of analysis
- *Clarity* of writing
- *Integration of class and book materials*
- *Logical* flow of analysis to conclusion

If you have any comments, questions or concerns please contact Will Postma at wpostma@pwrdf.org.

Note: Assignments not received by the deadline will be subject to a lower grade.

Annex E: Personal Philosophy of Community Development (20% of Grade)

This assignment provides you with the opportunity to integrate class discussion, course reading, and your own experience into a personal philosophy of community development.

Within your philosophy you will consider the following elements:

1. **Explain** your understanding of God's call to building community in the world.
2. **Critique** your definition of community development from your book report. Affirm and/or update your definition. Give rationale for your updated definition.
3. **Construct** 4-6 key principles that you believe will frame your definition of community development. *Note: Principles are fundamental truths or propositions that serves as the foundation for a system of belief or behavior. (e.g., an asset-based approach).*
4. **Communicate** 2-3 key practices that give life to each of your principles. *Note: Practice is the actual application or use of an idea, belief, or method which lives out key principles. (e.g. the Iron-rule).*
5. **Recommend** a personal learning plan to continue your personal growth in community development work. This can be questions still to answer, work/ministry experiences to have, etc.

It is expected that you will build upon your book report and include significant integration of the following:

- Foundational scriptural passages: Genesis 1-3, Nehemiah 1-6; Isaiah 61, Jeremiah 29, Matthew 25, and Revelations 21
- Lupton, Robert. *Compassion, Justice, and the Christian Life*. Regal, 2007.
- McKnight, John & Block, Peter. *The Abundant Community*. Berrett-Koehler, 2012.
- At least one other of the recommended readings
- Class discussions
- Personal experience

It is assumed that this assignment will be between 3,000 – 4,000 words (10-14 pages).

Higher marks are given for depth of analysis, integration of personal story, writing style, grammar and adherence proper referencing guides.

If you have any comments, questions or concerns please contact Will Postma at wpostma@pwrdf.org

Note: Assignments not received by the deadline will be subject to a lower grade.

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

- Personal Website <http://individual.utoronto.ca/name>

Late Assignments and Grading

Students are expected to complete individual assignments by their due dates, and all course work by the final deadline of December 3, 2021. One percentage point per day will be deducted from the course grade if an extension has not been approved before the stated deadline.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the final deadline scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or TST and Wycliffe College's grading policy.

TST Grading System - Basic Degree Students

1000, 2000 and 3000 level courses at TST use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Letter	Numerical	Grade	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive knowledge base
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post-baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Integrity, Content, Format

New readings. The readings undertaken for this course must be from new material. New material is material students have not read prior to this course. If students have already read any of the required readings for this course substitute readings can be negotiated with the instructor.

New work. The assignments submitted for this course must be new material. New material for assignments is material students have not submitted for course assignments prior to this course. If students want to build on previous work undertaken for other courses, they must negotiate this with the instructor, so that their submitted assignments are new in substance and intent.

Written assignments will follow the style and format guidelines provided by the Univ. of Toronto (as set out in the *Chicago Manual of Style*, 15th edition, and its student version, *Turabian's Manual for Writers*, 7th edition). See <http://www.writing.utoronto.ca/advice/using-sources/documentation>. See the "Quick Guide" to this style at

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Include complete documentation (either footnotes or endnotes) for all published material used. Cite directly all sources relied on, whether quoted directly, paraphrased or summarized.

Terms relating to sex and gender will follow the TST writing guidelines. See chapter 14 “Elimination of Stereotyping in Written Communication” in *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008) for a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the “fair and representative depiction of people with disabilities.” See also the guidelines for unbiased language on the University website (go to <http://www.writing.utoronto.ca/advice> and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

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