USC

Code: SWK302
Title: Community Development and Social Action

Faculty:	Arts, Business and Law
School:	Social Sciences
Teaching Session:	Semester 2
Year:	2020
Course Coordinator:	Dr Tina Lathouras - tlathouras@usc.edu.au
Course Moderator:	Professor Cindy Davis

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

Community development practice approaches are increasingly important in our globalised world that is characterised by populism, capitalism, patriarchy, cultural imperialism, environmental exploitation and climate change. Additionally, the concepts found within this field are contested and represent diverse meanings, and where funded by government are fraught with conflicting political agendas. To prepare you for these realities, this course will explore theoretical and practice dimensions of a critical-relational method to community building.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Demonstrated understanding of community development theory and practice as a means to work collectively with groups	1, 2, 3 and 4	Empowered.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Demonstrated critical understanding of the inequality in our socio-political structures	2,3 and 4	Sustainability-focussed.
Demonstrated understanding of the political implications and the value base in moving a private concern to a public action	1, 2, 3 and 4	Sustainability-focussed.
Ability to identify and demonstrate purposeful steps that structure community development processes	2,3 and 4	Empowered. Sustainability-focussed.
Demonstrated awareness of effective interpersonal skills, including group work, public speaking and the use of community development discourses	1, 2,3 and 4	Empowered.
Analyse the practical approaches of a practitioner/activist	1 & 2	Sustainability-focussed.

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1 Enrolment restrictions

Nil

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Student form presentation groups in Week 2 and during the next two weeks share research undertaken for the first assessment piece. They receive feedback from members of the peer group prior to the first assessment task being presented.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Written Piece	Group	30%	1000 words	Week 5	Online Assignment Submission
2	Case Study	Individual	40%	1500 words	Week 9	Online Assignment Submission
3	Written Piece	Individual	30%	1500 words	Week 13	Online Assignment Submission
			100%			

Assessment Task 1: Exploring the work of a critical thinker/activist.

Goal:	To critically reflect on the work of a critical thinker/activist.
Product:	Written Piece
Format:	1. In groups of three choose three different critical thinkers / activists from the text and reflect on their work/contribution to society. 2. Together, develop a powerpoint presentation that includes a summary of each critical thinkers' contribution and compares and contrasts their approaches. 3. Think of a social justice issue impacting on contemporary society and explore how the three critical thinkers/activists approaches could be used to respond to the issue.
Criteria:	• Demonstrated ability to compare and contrast the thinkers' contributions to society. • Demonstrated ability to research a social justice issue and apply critical thinking as a just response. • A well-written (clarity of expression, correct grammar, spelling and punctuation), logically structured, coherently argued analysis, appropriately supported by relevant published literature.

Assessment Task 2: An Appreciative and Critical Analysis of CD Practice

Goal:	To learn critical analysis skills in relation to community development practice.
Product:	Case Study
Format:	Imagine you have been invited by a fellow CD practitioner to assist them in a review of their current work, so they may reflect and plan. They have provided you with a write up of their practice, which is in the form of a case study story. A range of case studies will be provided on Bb and you may choose one. Draw on theoretical concepts from the course materials (including at least 10 set readings) and undertake a critical (theory-informed) review of their community development practice based on these questions below: 1. What motivated the development practitioner to engage in the particular issues s/he worked on? 2. What structural barriers were present in the case, and which informed the practitioner's analysis of power/disadvantage/oppression? 3. What aspects of the community development method (Micro Method and Mezzo Method practice theory) were employed by the practitioner?

	4. What theoretically-informed recommendations would you suggest to your fellow colleagues based on the review of their practice?
Criteria:	• A comprehensive engagement with the course materials (including set readings) to Week 8, demonstrating an understanding of the principles and values of community development. • A critical understanding of inequalities in our socio-political-cultural structures and community development's commitment to address these. • A clear articulation of community development method, that is, the practice theory explored in SWK302, and the practice skills evident in the case study. • A well-written (clarity of expression, correct grammar, spelling and punctuation), logically structured, coherently argued analysis, appropriately supported by relevant published literature.

Assessment Task 3: A Plan for a Community Work Process

Goal:	To learn to develop a plan for a community work process.
Product:	Written Piece
Format:	This Process Plan provides you with an opportunity to think about your own community development practice in relation to a private concern or hope you have for your community (that is, a place-based community or an identity-based community). You will report on your analysis about the issues and your *plan* to engage in some action (processes) about them. You will make reflections based on content explored throughout the entire course, which includes: *Implicate-Method, Micro-Method (and Dialogue) and also, Mezzo-Method*. 1. Think about a **personal** concern, or hope that you have about your community or the state of world in general. This matter needs to be something you personally have already done or want to do something about. This can be a 'community-building' type of process, which aims to build social capital with others and generate some new resource for your community; or it might involve some type of campaign process that is a collective process to 'stand against' some kind of injustice. Your job is to explore how the community development method could be applied to that personal concern or hope and bring about some kind of positive change. 2. Write up your plan for a 'Developmental' Community Work process. It is to include verbatim examples (approx. 200 words) of how you have, or how you intend to engage in dialogue, that is, the approach to forming developmental relationships in Micro-Method.
Criteria:	• An engagement with course materials (including the set readings), and particularly referring to Implicate-Method, Micro-Method and Mezzo-method, demonstrating an understanding of the method and analysis of community development. • A critical understanding of inequalities in our socio-political-cultural structures and the practice of community development to address these. • A clear articulation and application of community development method (Micro Method and Mezzo Method practice theory) including verbatim dialogue, showing that the practice/processes are drawing from theory explored in SWK302. • An analysis of the aims of the practice and the extent to which the planned processes could be considered effective 'developmental' practice. • A well-written (clarity of expression, correct grammar, spelling and punctuation), logically structured, coherently argued analysis, appropriately supported by relevant published literature.

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and

completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 1 hour per week Tutorial: 2 hours per week
USC Fraser Coast	Lecture: 1 hour per week Tutorial: 2 hours per week

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader
Information regarding prescribed texts or other associated resources will be made available on the BlackBoard site prior to commencement of study.

8.2 Specific requirements
Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.
It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity
Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements
Eligibility for Supplementary Assessment
Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

If standard graded course:

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie.
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast -** Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture -** Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au