

SYLLABUS
Sociology 477 – Community Project Design and Management
Fall Semester 2008

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<i>Office Hours:</i>	
<i>Tuesday, 2:00-3:30pm; Thursday 10:00-12:15pm or by appointment</i>	

Required Text:

Green, Gary Paul and Anna Haines, 2002. "Asset Building and Community Development", Sage Publications.

Course Description:

This course emphasizes planning, and implementation skills for leadership of community development projects. The elements of the course focus on applied research, group processes, budget management, and grant writing.

Each semester of instruction involves a slightly unique and hands-on community-based research project of local relevance, as determined by the instructor.

Fall 2008: West Side Bloomington Neighborhood Plan

During the Fall 2008 semester, students will be exploring the assets and needs of elderly residents on the West Side of Bloomington, as part of the larger West Side Bloomington Neighborhood Plan project that is currently underway. For the purpose of the course, students will focus specifically on the elderly population within this neighborhood to better engage and address their needs and contributions, in relationship to the overall health and well-being of the broader neighborhood. Using a variety of research methods, students will actively engage with community members and key stakeholders to assess the current assets and needs among the elderly population in West Bloomington. Students will then use the data from their community inquiries to seek out potential grant opportunities and develop grant proposals to fund the various project(s) that emerged from the community level research.

Course Objectives:

- To enhance student's ability to use a variety of quantitative and qualitative research approaches and techniques to support community projects.
- To enhance student's ability to collect and apply research-based information to the needs and objectives of a project.
- To enhance student's ability to use community organizing skills to facilitate planning and/or implementation of community projects.
- To enhance student's knowledge of sources of grant funding.

- To enable students to develop grant budgets.
- To enable students to write competitive grant proposals.

These objectives will be attained through a combination of readings, lectures, use of various sources of information, and working directly with an applied, community-based research project.

Course Assignments:

Attendance: The work of this course will require considerable effort on EVERYONE'S part and therefore attendance is critical for the success of the projects. The class meets for a total of 15 times. You are allowed ONE unexcused absence during the semester. Anything more than that will be deducted from your grade at 1% per unexcused absence.

Critical Reading Summary:

For the weeks of Aug. 27 and Sept. 4 you will be required to write a critical summary of the readings for that week. The ability to critically reflect on what you have read, and apply it to the context of the class is a critical skill. Each reading summary is worth 10% of your final grade. A more detailed guideline for this assignment will be handed out during the first class session.

Key Informant Interviews:

One approach to gaining a sociological understanding of an issue is to conduct in-depth interviews with key informants that have knowledge about your topic. In this case, you will be working as a group to identify who those key informants may be and then selecting AT LEAST TWO people to interview personally. You will be required to submit a written overview of your interview findings on Wednesday, Sept. 24, 2007. This project is worth 15% of your final grade. A more detailed guideline for conducting this assignment will be provided in class.

Survey Questions:

Each student will be required to develop and submit their own survey questions, properly formatted into a questionnaire that could be used in the field. These will also be used in class discussion to critique and formulate the final questions for the research project. These questions are worth 15% of your final grade.

Summary Report of Findings Assignment:

One of the most important parts of community development work is to provide a comprehensive report of your findings back to the agency for which you are working. You will work in small groups to summarize the various data (qualitative interviews, focus group, and survey findings) into a final report for the HFWG. You will then present this report to the HFWG by giving them a presentation on your findings and conclusions. This assignment is worth 20% of your final grade.

Grant Proposal:

From the potential funding agencies, each student (or a pair of students pending my approval) must submit a full grant proposal based on the guidelines of that specific funding agency. This grant proposal must also include a realistic budget. The grant proposal is worth 15% of your final grade. Criteria for evaluating the grant proposal will be provided later in the semester.

Late Assignments: I DO NOT accept late assignments for any reason. All work is due IN CLASS on the day it is due. Assignments turned in after class (in person or via email) will not be accepted. Please do not ask to turn in work late, it will not be accepted. **This applies to all written work.**

Student Evaluation Overview:

I do not 'give' grades, you earn them based on your work. Your grade for the course will be based on the following evaluation methods:

Class Attendance (15 percent total)	15%
Critical Reading Summaries (2 @ 10 percent each)	20%
Key Informant Interview (15 percent)	15%
Focus Group/Survey Questions (15 percent)	15%
Summary of Findings Report and Presentation (20 percent)	20%
Grant Proposal (15 percent)	15%

Key Assignment Dates:

Reading Summary #1	DUE 8/29
Reading Summary #2	DUE 9/5
Key Informant Interview Write-up	DUE 9/19
Focus Group/Survey Questions	DUE 9/26
Summary of Findings Report	DUE 11/14
Grant Proposal	DUE 12/12 (3pm)

Monitoring Your Grades:

You can easily track your own progress through the course and monitor your grades on-line via Blackboard. I strongly encourage you to monitor your grades so that you will not be surprised at the end of the semester. Instructions to access Blackboard:

Go to <http://blackboard.ilstu.edu> (There is NO www in the Blackboard address)

Grading Scale:

A	90-100%	C	70-79%
B	80-89%	D	60-69%

Classroom Policies:

Much of the material presented in this course and the views expressed by other students and the instructor will challenge your values and beliefs, since adopting a sociological perspective entails looking at the world from a different vantage point than you typically use. It is imperative that everyone be respectful of all ideas and the individuals and groups who state them. **Diverse ideas and views are important to the class, and all comments are encouraged and welcomed.** Please help ensure a comfortable and respectful environment for discussion. **Personal attacks or hostility are not acceptable and will not be tolerated.**

Late Arrivals: Arriving late for class is disruptive, disrespectful, and not acceptable in my class. College is similar to a job and if you are consistently late to your job you will be fired. **Consistently coming late to class will have a negative impact on your final grade!**

Missing Class: Since this class only meets once a week and you will be involved in on-going group projects, attendance is absolutely essential. **You are allowed ONE unexcused absence. Any absences beyond that will negatively impact your grade.** Attendance is worth 15% of your final grade.

Academic integrity is required for all students. Cheating, plagiarism, or other academic dishonesty will not be tolerated and is a violation of University policy. Any such acts will be promptly reported to the appropriate University officials for further action. For a full explanation of the student code of conduct and an explanation of academic integrity please visit the website of Student Dispute Resolution Services http://www.sdrs.ilstu.edu/Student_Conduct.shtml.

No “live” cell-phones, pagers, etc. are permitted without prior permission from the instructor. If you have a special need, please see me to make me aware of the situation as soon as possible.

Availability of Instructor – It is MY responsibility to assist you in grasping the material and concepts that are presented in the course. However, it is YOUR responsibility to seek out assistance when you are having difficulty. Do not wait until the end of the semester when it is too late. I encourage you to use my office hours or to contact me to arrange a time if the established hours conflict with your schedule. I am more than willing to arrange a time that works for both of us. The best way to reach me is via e-mail. **PLEASE NOTE: I WILL ONLY ACCEPT MAIL FROM AND SEND MAIL TO YOUR ULID ACCOUNT.** *Finally, you must allow me 24 hours to respond to your message.* If you send me a message on Friday afternoon or over the weekend, I will not respond until Monday as I am often out of the technology loop during the weekends.

Grades Availability – As a result of FERPA protection, no grades are given over the phone or through e-mail. You are responsible for maintaining an accurate record of your grades throughout the semester. No grades will be given out during final examination

week. Therefore, any grade checks will have to be taken care of prior to this time. If the technology gods are looking upon me with favor, I should have a WebCT course website up shortly after the first week of class that will enable you to check your current grade at any point in time for yourself so you can track your own progress. Details of how to access this will be forthcoming.

Special Needs: Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD).

Tentative Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Reading/ Assignments</u>
Aug. 20	Class Introduction Course Overview <ul style="list-style-type: none"> • West Side Bloomington Neighborhood Plan <u>Assignment:</u> Critical Reading Summary of 8/29 readings	
Aug 27	Overview of Asset Building and Community Development <ul style="list-style-type: none"> • Critical summary of readings for 8/27 due in class. <u>Assignment:</u> Critical Reading Summary of 9/5 readings	John L. McKnight, 2003. "Regenerating Community: The Recovery of a Space for Citizens." Institute for Policy Research, Public Policy Lecture Series. Green, G. P. and A. Haines. 2002. "Asset Building and Community Development."
Sept. 3	Community Development Continued: Emphasis on Elderly <ul style="list-style-type: none"> • Critical Summary of readings for 9/3 due in class. • Presentation by West Side Bloomington Task Force – questions for 'client' and further direction to the project. • Overview of project – assign working groups 	"Developing a Livable Community for All Ages." Partners for Livable Communities, Metlife Foundation. Kam, Ping – Kwong. 1996. "Empowering elderly people: A community work approach." <i>Community Development Journal</i> , Vol. 31, No.3, pp. 230-240. Gilderbloom, John I. and Mark S. Rosentraub. 1990. "Creating the accessible city: Proposals for providing housing and transportation for low income, elderly and disabled people." <i>American Journal of Economics and Sociology</i> , Vol. 49, No. 3, pp. 271-282 Baron, Lois M. 2003. "When a roof isn't

		<p>enough.” <i>Journal of Housing and Community Development</i>, Vo.l. 60, No. 1.</p> <p>Visit the West Bloomington Neighborhood Plan Web Site and review all the documents, including past meeting notes and presentations (you do not have to include these documents as part of your critical reading summary).</p> <p>http://www.teskaassociates.com/westbloomington/documents.htm</p> <p>Skim: “Assessment 2000: Health and Human Services in McLean County”</p> <p>“Hidden Treasures: Building Community Connections by Engaging the Gifts of People on welfare, people with disabilities, people with mental illness, older adults, young people” The Asset Based Community Development Institute.</p>
<p>Sept. 10</p>	<p>Community Development Continued: Community-Based Research</p> <p>Methods I: Qualitative Methods, Applied Methods</p> <ul style="list-style-type: none"> • Present/discuss research question(s), select question • Conceptualize Terms • Continue brainstorming of key informants and stakeholders <p><u>Assignment:</u> Begin to schedule your Key Informant Interview so completed well before assignment deadline. Write-up due in class on 9/24.</p>	<p>Schensul, J. J. “The Development and Maintenance of Community Research Partnerships” Institute for Community Research. http://www.mapcruzin.com/community-research/schensul1.htm</p> <p>Babbie, Earl. 2005. Chpt. 10 and 11</p> <p>Adler, Emily S. and Roger Clark. 2003. Chpt. 14 in “<i>How It’s Done: An Invitation to Social Research.</i>”</p> <p><u>Skim</u> Babbie, Earl. 2005. Chpts. 1-4</p> <p>East Central Illinois Area Agency on Aging Annual Report, 2006/2007.</p> <p>Jones, Grant. 2000. “Developing a</p>

		Neighborhood Focused Agenda: Tools for Cities Getting Started”
Sept. 17	<p>Methods II: Conceptualization, Operationalization, Sampling, Survey Research</p> <ul style="list-style-type: none"> • Discuss Sampling Approach for Survey Study • Develop Sampling Frame • Discuss Sampling Approach for Focus Groups • Finalize sampling frame for survey • Discuss observational findings. • Begin making contacts to schedule focus groups for week of Oct. 1 <p>Assignment: Develop survey questions. Will also present to class for discussion on Sept. 24.</p>	Babbie, Earl. 2005. Chpt. 5, 7 and 9
Sept. 24	<ul style="list-style-type: none"> • Discussion of survey/focus group questions. Critique, refinement and selection. • Continued planning for focus groups and survey. <p>Key Informant Interview Summary DUE.</p>	Nardi, Peter M. 2003. Chpt. 4 in “ <i>Doing Survey Research.</i> ”
Oct. 1	<ul style="list-style-type: none"> • Present findings from key informant interviews. • Discuss findings in relationship to survey questions. • Begin layout of survey questions. <p>Survey Questions Assignment DUE.</p>	
Oct. 8	<ul style="list-style-type: none"> • Discuss additional questions for survey based 	

	<p>on interview findings, finalize survey.</p> <ul style="list-style-type: none"> • Survey will be printed and ready to deliver by Oct. 15. 	
Oct. 15	<ul style="list-style-type: none"> • Begin distribution of survey the week of Oct. 15. 	
Oct. 22	<ul style="list-style-type: none"> • <i>Surveys must be completed and returned (as best as possible).</i> Discuss process and debrief • Enter survey data into SPSS and run descriptives 	
Oct. 29	<p>Review of Data Collection</p> <ul style="list-style-type: none"> • Review and compile data for final report • Assign students to write sections of final report for West Bloomington Task Force. 	
Nov. 5	<p>Grant Writing</p> <ul style="list-style-type: none"> • Review focus group and survey data....discuss possible projects based on data • Begin process of searching for grant opportunities • Review draft of final report to West Bloomington Task Force. <p><u>Assignment:</u> Prepare final report of findings by Nov. 12.</p>	<p>Finding Grant Opportunities: Illinois Research Information Service http://www.library.uiuc.edu/iris/</p> <p>Jones, Sabrina. 2003. "Small-town limitations don't reduce fundraising options." <i>Rural Roots</i>, February 2003.</p>
Nov. 12	<ul style="list-style-type: none"> • Written Summary of Findings Due • Discuss findings of potential funding agencies with class. • Review descriptive data from survey. • How might data be useful for grant applications? 	<p>A Guide to Funding Resources http://www.nal.usda.gov/ric/ricpubs/funding/fundguide.html</p> <p>Writing a Successful Grant Proposal: http://www.mcf.org/mcf/grant/writing.htm#R EPRINT</p> <p>Rinehart, E. and B. Bouie-Scott. 2003. <i>Proposal Writing: The Basic Steps in</i></p>

		<i>Planning and Writing a Successful Grant Application. Illinois Department of Commerce and Economic Opportunity. (SHAC)</i>
Nov. 19	<ul style="list-style-type: none"> • Revise/review final report to West Bloomington Task Force. • Select Grant Source • Begin Drafting Grant • Budgeting 101 	
Nov. 26	NO CLASS, THANKSGIVING BREAK	
Dec. 3	<ul style="list-style-type: none"> • Present final report to West Bloomington Task Force. • Review of draft grant proposals. 	
Dec. 10	<u>Final Grant Proposals Due by 3pm.</u>	