**DEST 302 (LEC 01)
COMMUNITY DEVELOPMENT STUDIES
GFC Hours 3-0**

Instructor:	Rowland Caesar Apentiik	**Lecture Location:**	ES 443
Phone:	403-2204857	**Lecture Days/Time:**	Tuesdays &Thursdays, 11:00am - 12:15pm
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COURSE DESCRIPTION

The course provides students with a critical overview of the core concepts, theories and approaches to community development (CD) in both urban and rural settings in the the context of local and international socio-economic and political realities. We will explore the challenges that face the community development industry as well as the processes and actions communities take to solve common problems. Students will get the opportunity to learn how to use evidence-based practice and research to develop and implement a community development project. Students are strongly urged to use this opportunity to think "outside the box," to open their minds to the possibility that no single theoretical position has all the answers to community development challenges, and to consider new ways of conceptualizing and addressing community development problems and challenges around the world.

The objective of the course is to provide students with a holistic understanding of the varied definitions, ideological assumptions and traditions, theories/concepts, principles, strategies and models of CD, both as a change process and an interdisciplinary field. It is also to provide students the skills and knowledge required to do CD work (e.g., skills in project management, community capacity building and empowerment, need assessments, assets mapping, advocacy, social planning etc.).

Prerequisite(s): **none**

LEARNING OUTCOMES:
Upon completion of this course, students should be able to:
- Analyze, evaluate and explain the various theoretical perspectives and approaches to community development, and their relative impacts on CD practice.
- Analyze and evaluate the impact of the inherent conflicting interests and power diferentials among CD professionals, politicians and citizens on community work.
- Descibe the responsibilities, values, ethics and protocols of the community worker to his/her client group/community
- Describe some of the basic techniques and strategies required to design community project management, build community capacity and empowerment, conduct need assessments and assets mapping, carry out advocacy work, do social planning etc.)
- discuss how to apply evidence-based research and practice to determine community social trends and problems, needs and resource gaps in capacity for change.
- have honed their skills in critical thinking, reading, writing, and debating on community development issues an interdisciplinary perspective

REQUIRED RESOURCES: TEXTBOOKS AND READINGS:
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Phillips, R. and Pittman, R. (2018) (Eds.). *An introduction to community development.* Routledge.
Additional recommended Resources will be available through D2L.
Binswanger-Mkhize, H. P., de Regt, J. P., & Spector, S. (2010) (Eds.). *Local and community driven development: moving to scale in theory and practice.* World Bank Publications.
Curtis, A. (2010). *The Well-Connected Community: A Networking Approach to Community Development. Second Edition.*

USEFUL RESOURCES (JOURNALS & WEB SOURCES)
- Journal of Development in Practice
- *Community Development Journal*
- The *Journal* of Rural and *Community Development* (JRCD)
- Journal of the Community Development Society
- Canadian Journal of Development Studies
- Journal of Development and Change
- Journal of Development Studies
- Journal of International Development

REQUIRED TECHNOLOGY AND EQUIPMENT:
To successfully engage in this course, you require access computer with a supported operating system, the latest security and malware updates, word processor or other basic software to do some of the assignments and an internet connection to download lecture

PEDAGOGY:
The basic pedagogy of the course involves two (2) weekly lectures devised around a set of required and recommended readings wherein students will also be encouraged to participate in a meaningful way. This mean that a combination of lectures, class discussion, team collaboration, and student presentations will be used throughout the course. As such, it is essential that students read the materials beforehand and be prepared to engage in

discussion and debate.

Team-project work: Team-project work can be challenging. A team project is a key feature of the course because working with others is central to the principles of community development. To support diverse student strengths, promote cooperation and teamwork, and support conflict resolution, the group project will have, a group oral presentation, and a peer-evaluation task, and final executive summary of final presentation. Details will be discussed and posted on D2L.

Relevant internet links to a mix of scholarly and popular websites are provided on D2L and on the course outline. The internet is a powerful multimedia tool, and we should employ it to our advantage – but there remains no substitute for the required reading. **Note:** Classes are largely discursive in nature, and PowerPoints would be very rarely used, if at all. Please do all readings prior to class.

Critical reading toward critical writing:

 *This site (www.advice.writing.utoronto.ca) is u*seful piece on critical reading and writing.

It is also a useful guide for doing the assigned readings as well your critical review assignment. Please take time to read it.

"Critical writing depends on critical reading. Most of the essays you write will involve reflection on written texts -- the thinking and research that have already been done on your subject. In order to write your own analysis of this subject, you will need to do careful critical reading of sources and to use them critically to make your own argument. The judgments and interpretations you make of the texts you read are the first steps towards formulating your own approach.

- **Critical reading: what is it?**

To read critically is to make judgments about **how** a text is argued. This is a highly reflective skill requiring you to "stand back" and gain some distance from the text you are reading. (You might have to read a text through once to get a basic grasp of content before you launch into an intensive critical reading.) THE KEY IS THIS:

- ◼ don't read looking only or primarily for **information**
- ◼ do read looking for **ways of thinking** about the subject matter

When you are reading, highlighting, or taking notes, avoid extracting and compiling lists of evidence, lists of facts and examples. Avoid approaching a text by asking "What information can I get out of it?" Rather ask "How does this text work? How is it argued? How is the evidence (the facts, examples, etc.) used and interpreted? How does the text reach its conclusions?

How do I read looking for ways of thinking?

1. First determine the **central claims** or **purpose** of the text (its thesis). A critical reading attempts to identify and assess how these central claims are developed or argued.

2. Begin to make some judgments about **context**. What audience is the text written for? Who is it in dialogue with? (This will probably be other scholars or authors with differing viewpoints.) In what historical context is it written? All these matters of context can contribute to your assessment of what is going on in a text.

3. Distinguish the **kinds of reasoning** the text employs. What concepts are defined and used? Does the text appeal to a theory or theories? Is any specific methodology laid out? If there is an appeal to a particular concept, theory, or method, how is that concept, theory, or method then used to organize and interpret the data? You might also examine how the text is organized: how has the author analyzed (broken down) the material? Be aware that different disciplines (i.e., history, sociology, philosophy, biology) will have different ways of arguing

4. Examine the **evidence** (the supporting facts, examples, etc) the text employs. Supporting evidence is indispensable to an argument. Having worked through Steps 1-3, you are now in a position to grasp how the evidence is used to develop the argument and its controlling claims and concepts. Steps 1-3 allow you to see evidence in its context. Consider the kinds of evidence that are used. What counts as evidence in this argument? Is the evidence statistical? literary? historical? etc. From what sources is the evidence taken? Are these sources primary or secondary?

5. Critical reading may involve **evaluation**. Your reading of a text is already critical if it accounts for and makes a series of judgments about how a text is argued. However, some essays may also require you to assess the strengths and weaknesses of an argument. If the argument is strong, why? Could it be better or differently supported? Are there gaps, leaps, or inconsistencies in the argument? Is the method of analysis problematic? Could the evidence be interpreted differently? Are the conclusions warranted by the evidence presented? What are the unargued assumptions? Are they problematic? What might an opposing argument be?

Some practical tips:
1. Critical reading occurs after some preliminary processes of reading. Begin by skimming research materials, especially introductions and conclusions, in order to strategically choose where to focus your critical efforts.

2. When highlighting a text or taking notes from it, teach yourself to highlight argument: those places in a text where an author explains her analytical moves, the concepts she uses, how she uses them, how she arrives at conclusions. Don't let yourself foreground and isolate facts and examples, no matter how interesting they may be. First, look for the large patterns that give purpose, order, and meaning to those examples. The opening sentences of paragraphs can be important to this task.

3. When you begin to think about how you might use a portion of a text in the argument you are forging in your own paper, try to remain aware of how this portion fits into the whole argument from which it is taken. Paying attention to context is a fundamental critical move.

4. When you quote directly from a source, use the quotation critically. This means that you should not substitute the quotation for your own articulation of a point. Rather, introduce the quotation by laying out the judgments you are making about it, and the reasons why you are using it. Often a quotation is followed by some further analysis.

5. Critical reading skills are also critical listening skills. In your lectures, listen not only for information but also for ways of thinking. Your instructor will often explicate, and model ways of thinking appropriate to a discipline.

COURSE REQUIREMENTS AND ASSESSMENT

First Test	40%	Oct. 6, 2022
Second Test	40%	Nov. 4, 2022
Group Project	20%	To be scheduled

Note:
- All assignments/component must be completed in order to pass the course, but you do not need to pass each component of the course to earn a passing grade in the class
- Please note that there is no extra credit or 'make up' work is available in this course
- All written assignments except multiple choice questions will be assessed in part based on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity.
- Both tests have a mixed format – a combination of multiple choice, short-answer and long-answer questions. There may be exceptions to this rule for exams missed for legitimate reasons. Missed exams may consist exclusively of long-answer questions.
- Missed exams will be rescheduled within two weeks on a date chosen by the instructor
- It is the student's responsibility to keep a copy of each submitted. A student should be prepared to provide a second copy of his/her assignment if requested. A student who cannot provide a second copy of his/her essays may risk receiving a zero grade for this portion of the course.

ASSIGNMENTS AND EVALUATION GUIDELINES

Test 1 (worth 40% of your grade, Oct. 6, 2022: *Format and structure*
The test is closed-book and consists of a combination of multiple-choice, short-answer and long-answer questions designed to test your grasp of the material covered in the lectures, by guest speakers and from the course readings and videos covered in the class up to the date of the exam. This means that you will be expected to have read all the required readings on all topics covered in the course up to the date of the exam. The best way to prepare for this exercise is to read and reflect on the lectures and course material on regular basis. We will do a review of the course materials before the exam to familiarize you with the kind of questions you can expect on the exam. As a closed- book exam, no other materials or devices are allowed, except your pens, pencils, and erasers. This means you cannot consult your notes, the textbook, D2L, google/any internet browser while completing the tests. To do otherwise will constitute academic dishonesty, which comes with serious consequences.

Second Test (worth 40% of your grade, Nov. 4, 2022)*: Format and structure*
The second test follows the same format and structure as the first test (mixed format: a combination of multiple-choice, short-answer and long-answer questions). Like the first test, it is also closed book, which means only pens, pencils and erasers are allowed (no other materials or devices are allowed). Also, as closed-book test, you cannot consult your notes, the textbook and google/any internet browser. We will do review of the course materials before the exam to familiarise you with the kind of questions to expect.

TEAM PROJECT (worth 20% of your grade, Nov. 22, 24 & 29; Dec. 1 & 6):
An important part of both academic training and practical community development work is co-operation and collegiality (i.e., respect and support for colleagues' work). As such the group project is a critical component of the course. Members of the group design a

community development project of their choice. It is important that you consult the instructor if you are in doubt about your team's choice of project. Details will be posted on D2L.

The group presentation is an opportunity to share your ideas. The date and schedule of the presentations will be posted on D2L. It is imperative that you time your presentation in advance - to learn the skills of preparing timed presentations and as a courtesy to the other presenters. During presentations, there will be someone delegated with the task of keeping time and giving you a one-minute notification as your time allocation elapses. Your classmates are expected to ask questions and provide suggestions after your presentation.
Note: The presentation takes semi-informal format. The group will submit a collective short project report of not more than 5 pages executive to the instructor immediately after they have presented (details to be discussed in class). The report is worth 10 points. This means the actual in-class verbal presentation is 10 points (Total of 20 points)

Presentations will be assessed based on the following broad criteria: quality of the content (reasoned arguments and examples), verbal presentation, and other artistic appeals. Additional details would be discussed in class prior to the presentation. ***It is important that the group members work together as team***, and as such the group presentation will be assessed partly on group dynamics, collegiality, and other factors that suggest that members actually worked collaboratively.

POLICY ON MISSED EXAMS/ASSIGNMENTS & LATE SUBMISSIONS:
Assignments submitted after the deadline may be penalized with loss of a grade (e.g., A- to B+) or loss of 10% of the total points for each day late the item is late. Extensions will only be granted under extraordinary circumstances, not including having too much other work to do. **A request for extension form** is posted on D2L. This form should be filled out and submitted to me at least two weeks before the due date for the submission of the assignment.
It is your duty to contact the instructor with legitimate reasons/excuses via email within **48-hour** period when you missed an exam/test to ask for a makeup test/exam. If your reasons are accepted, you must be prepared to write the exam within two weeks. Note that missed examinations/tests cannot be made up without the approval of the instructor. It is at the instructor's discretion if they will allow a make-up exam. Once approved by the instructor a makeup test/exam must be written within **two weeks** of the missed test/exam on a date (day/time) scheduled or chosen by the instructor. Students who do not schedule a makeup test/exam with the instructor within this **48-hour period** forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam.
Note that although you are not required to provide specific supporting documentation, such as a medical note, students may provide supporting evidence that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Reappraisal of Graded Term Work: http://www.ucalgary.ca/pubs/calendar/current/i-2.html
Reappraisal of Final Grade: http://www.ucalgary.ca/pubs/calendar/current/i-3.html

Department of Anthropology and Archaeology Grading Scheme:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80– 84.9%	C	63 – 66.9%	F	< 50%

COURSE POLICIES

- **Accessibility**: Lecture notes in form of PowerPoint will be made available to students after each lecture on d2l.

- **Posting of Grades and Picking-up of Assignments**
- Graded assignments will made available electronically through the course's D2L link. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office. Students who may wish to go over their graded exam are welcome to do so during my office or TA's office hours as well as by appointment.
- **Grade problems or dispute**: With regards to grade problems or dispute, please do note that I will not discuss such issues during class time. You are encouraged to see me by appointment or use the office hours on such issue. Before coming to see me about a grade dispute or problem, you must indicate in writing where and why you believe your work should get a higher or lower grade. *Your written submission on a grade dispute or problem should be between 250 words (minimum) and 500 words (maximum).*
- Please be respectful of other students in the classroom environment and also avoid working on things unrelated to the class during class time. Refrain from text messaging, surfing the Internet or social networking sites, talking on your cell phone. **I reserve the right to deduct 5 points from your grade for every instance of disruptive behavior exhibited by you in class. You may also be asked to leave the class, if disruptive behavior continues.**
- It is your responsibility to come to class and on time to be able to fully understand the materials covered. If you cannot attend class, I strongly encourage you to get the notes from a classmate. **Please do not ask me to provide you with class notes.**
- **It is equally responsibility to know the due dates for assignments and tests indicated on the outline.**
- If you come in late or leave during class time, please sit near a door and be respectful of other students. **If tardiness, early exit, and other disruptive behaviors during class become a problem, you may be asked to withdraw from the course.**
- **communication policies:** All course related communication via email or other methods with peers and instructor should be formal. This means that emails must be clearly written, devoid of short-hand and other forms of informalities
- **Use of Email:** Due to a high volume of e-mail messages received daily, students are advised to meet me via zoom either during my office hours or make an appointment with me on matters that require urgent attention. Please note that e-mail messages can be sent to the wrong email address, can be accidentally deleted, and can be buried or may mysteriously disappear into

cyberspace. I will normally reply to emails within 72 hours, during regular business hours. Questions and information of general interest will be addressed in class or posted on Desire2Learn. Students are encouraged and required to use their ucalgary email accounts or Desire2Learn in all their communication with me and with peers.

- **Statement on class conduct:** The University of Calgary Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to promote equity and fairness, respect and value diversity, prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

- **Plagiarism:** The University defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own."* This can include:
  - reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source.
  - submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else.
  - using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment.
  - using another's data or research findings.
  - failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.
  - handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."
  - Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course or suspension from the university.

  - **Course sharing websites and copyright**
    - Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).
    - Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Please feel welcome to discuss with me any aspect of the course requirements or package you think is unclear to you.

ACADEMIC ACCOMMODATIONS
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit https://live-ucalgary.ucalgary.ca/student-services/access. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure.

ACADMIC INTEGRITY POLICY
Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

ACADEMIC MISCONDUCT
The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the

professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Emergency Evacuation/Assembly Points
- Safewalk

TENTATIVE CLASS SCHEDULE
It should be noted the schedule is subject to minor changes and revisions

Schedule/Dates	Topic, Activity/Issues, Readings and other important dates
Wk 1: Sept 6 & 8	**Topic: Introduction & Scope of CD: Theories & Practices.** **Discussion Points:** • Overview of the course and expectation, and norms of collaboration • Definitions and explanation of core concepts (e.g., community, development, etc.) • Overview of historical context of CD & its evolution as theory and practice **Required Readings:** • Rhonda Phillips and Robert H. Pittman (eds.) chapter 1 • Peter Westoby and Gerard Dowling (2013) *Theory and Practice of Dialogical Community Development International perspectives* pages 1-17, (posted on D2L
Wk2: Sept. 13 &15	**Topic: Scope of CD: Theories, Practices, and Ideological basis (cont.)** **Discussion Points** • Theories and concerns of community development • Social capital and sustainability in community building • Social capital and social capacity • The "three Es"-environment, economy and equity **Required Readings:** • Rhonda Phillips and Robert H. Pittman (eds.), chapters 2, 3 & 5
R Sep 15	**Last day to drop a class without financial penalty**
F Sep 16	**Last day to add or swap a course**
Wk3: Sept.20 & 22	**Topic: The CD Processes - Engagement, Approaches & principles** **Discussion Points** • The local, global and the negotiations (CD Practice) • Civil society and grassroots movements • C economy, coproduction, Time banking • CD as process and outcome **Required Readings:** • Rhonda Phillips and Robert H. Pittman (eds.), chapters 3, 4, 6, 7 &10
F Sep 23	**Fee payment deadline for Fall Term full and half courses.**
Wk4: Sept 27 &29	**Topic: Community research, ethics, and protocols** **Discussion Points**

	• Ethical values, principles and standards for CD practice • **Movie:** "Second Nature" to be followed by discussions **Link:** https://www.youtube.com/watch?v=jEpyDEd-8C8 **READINGS:** Readings to be posted on D2L
F Sep 30	**University Closed National Day for Truth and Reconciliation**
Wk5: Oct. 4 & 6	Topic: **Community research, ethics and protocols (cont.)** **Discussion Points** 　• **October 4 : Review of readings and topics in preparation for first test** 　• **October 6: 1st in-class Test**
M Oct 10	**Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.**
Wk6: Oct. 11 & 13	Topic: **Approaches to CD: Preparation and Planning** **Discussion Points** 　• Community development planning—project design, implementation management 　• Community visioning and strategic planning 　• Establishing community-based organizations **Required Readings:** 　• Rhonda Phillips and Robert H. Pittman (eds.), chapters 8 & 9
Wk7: Oct. 18 & 20	Topic: **Approaches to CD: Preparation and Planning (cont.)** **Required Readings**: 　• Rhonda Phillips and Robert H. Pittman (eds.), chapters 11, 12, 13 &
Wk8: Oct. 25 & 27	Topic: **Planning CD projects and logical framework** **Required Readings:** 　• Rhonda Phillips and Robert H. Pittman (eds.), chapters 15, 16 & 17
Wk9: Nov. 1 & 3	Topic: **Planning CD projects and logical frame** **Required Readings:** 　• Rhonda Phillips and Robert H. Pittman (eds.), chapters, 18 & 19 **Discussion Points** 　• **Nov. 1: Review for second test,** 　• **Nov. 3: 2nd in-class test:**

Wk10: Nov 6-12	Term Break No Classes -Reading Week
F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
Wk11: Nov. 15 & 17	**Topic: Designing, implementing and appraising CD projects: Techniques and Strategies** **Required Readings:** • Rhonda Phillips and Robert H. Pittman (eds.), chapters 21, 22, 23, 24 & 25
Wk12: Nov. 22 & 24	**Topic: wrap up of course** • **Discussion of guidelines for team presentations** • **Schedule to be posted a week prior to the presentation**
Wk13: Nov. 29 & Dec 1 & 6	**Topic: Team presentations (continues)**
W Dec 7	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 10-21	Fall Final Exam Period

IMPORTANT DATES
 https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017