FACULTY MEMBER:

TERM:

COURSE TITLE: Community Organizing & Advocacy

COURSE NUMBER: SOC 314

CONTACT:

OFFICE HOURS:

TEXT: Homan, Mark S. (2016)
Promoting Community Change: Making it Happen in the Real World, 6th Ed
Boston, MA: Cengage Learning

Other reading and resource materials posted on Blackboard.

COURSE DESCRIPTION: This course covers the important aspects of the community organizing carried out by change agents and non-profit organizations. This course provides opportunities for both current and future community leaders to gain the knowledge and skills most needed to actively engage their community. The course will provide students with both the theoretical underpinnings and current best practices within the field. In addition, research surrounding current issues and future trends will be explored.

RATIONALE: The main goal for students taking this course is to learn what's needed to get started in community organizing and advocacy. Today’s professionals working in the nonprofit sector, acting as change agents or who are leaders of their communities are faced with greater competition for resources within an increasingly interconnected community. This requires developing the ability to systematically design and implement processes to actively engage their community in order to achieve their objectives. These skills are helpful in a variety of settings including nonprofits, human services agencies, education, business consulting and the government.
GOALS

GOAL A
The student will demonstrate an understanding of the practical application of community engagement.

**Learning outcomes:** The student will:
A-1: Identify a community need.
A-2: Identify community resources related to the need.
A-2: Describe a gap in community need and community resources.

GOAL B:
The student will understand the theory related to community engagement and lobbying

**Learning outcomes:** The student will:
B-1: Describe some of the underlying theories used in community engagement activities
B-2: Review the underlying theories associated with lobbying
B-3: Describe the differences between lobbying and community engagement

GOAL C:
The student understand what it takes to develop to develop an effective community engagement plan

**Learning outcomes:** The student will:
C-1: Create a community organizing plan for a topic and/or organization of their choosing.
C-2: Through a SWOT analysis, identify the key focus areas to be incorporated into their plan
C-3: Incorporate relevant theories into their engagement plan.
C-4: Describe some of the challenges facing today’s community organizers.
C-5: Research scholarly articles which focus on both sound theory and practice.

GOAL D:
The student will develop a familiarity with the skills necessary needed to become an effective community organizer

**Learning outcomes:** The student will:
D-1: Prepare a written plan to fund their community development activities.
D-2: Examine what it takes to build an organization ready to support community engagement activities.
D-3: Determine how to properly use social media and traditional marketing to promote engage the community.
GOAL E:
Students will analyze ethical considerations of community engagement.

Learning outcomes: The student will:
- E-1: Gain an understanding of the ethics involved in community engagement activities
- E-2: Identify the ethical considerations which must be considered when creating a community engagement plan
- E-3: Reflect upon their personal values which may influence their professional ethics

GOAL F:
- Students will demonstrate competency in writing and formatting papers

Learning outcomes: The student will:
- F-1: Prepare written work using the appropriate APA Style
- F-2: Choose appropriate vocabulary for specific audiences, purposes and genres
- F-3: Write with clarity, specificity and precision
- F-4: Effectively use the proper Mechanics, Usage, Grammar and Spelling (MUGS)
I. METHODOLOGY

A. Teaching Methods: Our class discussions will be based on our text, research and observations. Instructor’s training as a fund raiser will also come into play as well as the skills and assets of the class. Students are required to actively participate in the class, individual assignments, and discussion boards. Students will create a fund raising plan as part of their final grade. The teaching methods used will be a mix of discussions, readings, assignments, projects, and papers.

B. Evaluation Procedures/Description of Assignments:
   1. Discussion Board – 30%:
      • Students will respond to weekly discussion board topics. Each week’s response will be worth 5 points. Students are expected to respond with their own unique thoughts, and to comment on the responses of at least two classmates.
      • Original responses to Discussion Board Questions are due on Wednesday nights by 11:59 p.m.
      • Responses to your peers' Discussion Board Questions are due on Sunday nights by 11:59 p.m.

   2. Content Reinforcement Assignments – 15%:
      • Students will complete a variety of assignments to illustrate understanding of weekly concepts which will build up to the community organizing plan in weeks 2, 4 & 6
      • Assignments are always due on Sunday nights by 11:59 p.m. See below for late policy.

   3. Community Organizing Plan - 30%:
      • Students will create a community organizing plan for a topic and/or organization of their choosing.
      • Plan will be due by Sunday by 11:59 p.m. of Week #7. See below for late policy.

   4. Community Organizing Plan Check In’s - 25%:
      • Students will submit 3 “Check In” assignments during Week 1, Week 3, and Week 5.
         ▪ Proposal
         ▪ Fund Development Plan
         ▪ Communications Plan
II. ADDITIONAL COURSE POLICIES/ WHAT STUDENTS NEED TO KNOW:

**About:** This syllabus is designed as a “reference guide and roadmap” to this course. It will provide you with an “at-a-glance”, description of expectations, responsibilities to successfully complete this course. Students are encouraged to read it in its entirety and refer to it weekly. Use it to organize your thoughts, strategize for best time management, plan for obstacles and develop solutions to increase performance. Commit to your education. Adjust where needed and ensure a clear path to success.

**Weekly attendance** is important for this block-formatted course and runs from Monday @ 12:00 AM until Sunday @ 11:59 PM EST. Due to the fact that this is an accelerated program, there should be no planned absences. Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. Late submissions are accepted at the discretion of the instructor.

**Assignments are to be submitted through the assignment link in Black Board.** Make sure that your assignment has been saved as a .doc what about .docx or .rtf? and NOT a .wps or .txt document. Bb does not open .wps or .txt documents.

**Written assignments:**

1. Written assignments are expected to conform to the requirements of APA style (i.e. 12 point Times Roman font, one-inch margins all around, APA style citations and reference formatting, etc.). Assignments that do not conform to APA style will lose points that will impact the overall grade of the assignment.

2. Written assignments are expected to be free of grammar, punctuation, and/or spelling errors! Any more than 4 such errors in a paper destroys the writer’s credibility. This course is a graduate level course and comes close to the completion of your graduate career. The expectation for nearly error free writing is entirely appropriate for this level of graduate work.

3. **Students having problems with writing should seek help** outside the classroom. It is not the place of this course to teach grammar. Students needing help should review the online sources contained at on our website or others such as OWL and the Dartmouth Writing Center. In any case, it will be up to the student to make sure his/her writing is relatively free of basic grammatical errors.

4. **Please pay attention to the required length of the assignment.** For written assignments, students are expected to adhere to the number of pages outlined in the assignment directions. If a paper has fewer pages than requested, please know that it will negatively impact your grade. If a student submits a paper with more pages than requested, please know that those pages will not be considered when calculating the final grade for that assignment. **Cover and Reference sheets do not count towards the required page numbers.**
5. Please review the Academic Integrity Policy under the syllabus tab. **In this class, any student caught plagiarizing any class work of any kind or cheating in any manner will receive an F for that assignment and the grade for the assignment will be entered as a zero.**

**Technology:** Google Chrome is recommended. If you are having problems, please contact your instructor and the IT department.

**Academic Integrity:** Students of Wilmington University are expected to be honest and forthright in their academic pursuits. Plagiarism (whether intentional or not) is the inclusion of someone else’s words, ideas, or data as one’s own. When a student submits work that includes the words, ideas, or data of another, the source of that information must be acknowledged through complete, accurate and specific references, and if verbatim (i.e. word for word) statements are included through quotation marks as well. When the student places his or her own name on submitted work, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Plagiarism covers published and unpublished sources. Students are encouraged to consult with individual faculty members, department heads, or recognized handbooks in their field if they are uncertain as to what constitutes plagiarism and how to avoid it. For further information, please review the Wilmington University Student Handbook entitled “Policies and Regulations”. It can be found online the Wilmington University site entitled “Student Life”.
### III. WEEKLY SCHEDULE

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<thead>
<tr>
<th>Date/Week</th>
<th>Readings</th>
<th>Assignments</th>
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| **By the End of Day #1** | • Review the Menu bar on the left to become familiar with the course layout  
|               | • Review the Syllabus section  
|               | • Review the Blackboard Tutorials including those on APA 6 | • Introduce yourself to the class in the Introductory Discussion Board Forum  
|               |                                                                                           | • Chapter 1                                                      |
| **Week 1**    | • Theory & Practice  
|               | • Text: Chapters 1, 2 & 3  
|               | • Selected Materials | • Discussion Board #1  
|               |                                                                                           | • Community Organization Proposal                                |
| **Week 2**    | • Knowing the Need & Planning  
|               | • Text: Chapters 4 & 8  
|               | • Selected Materials | • Discussion Board #2  
|               |                                                                                           | • SWOT Assignment                                                |
| **Week 3**    | • Resources  
|               | • Text: Chapters 6, 7 & 8  
|               | • Selected Materials | • Discussion Board #3  
|               |                                                                                           | • Fund Development Plan PPT                                      |
| **Week 4**    | • Building an Organized Effort  
|               | • Text: Chapter 11 & 14  
|               | • Selected Materials | • Discussion Board #4  
|               |                                                                                           | • Organizational Analysis                                        |
| **Week 5**    | • Getting the Word Out  
|               | • Text: Chapter 10  
|               | • Selected Materials | • Discussion Board #5  
|               |                                                                                           | • Communications Plan                                            |
| **Week 6**    | • Strategies & Tactics  
|               | • Text: Chapters 12 & 13  
|               | • Selected Materials | • Discussion Board #6  
<p>|               |                                                                                           | • Top Ten Strategies                                              |</p>
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<thead>
<tr>
<th>Week 7</th>
<th>Lobbying</th>
<th>Discussion Board #7</th>
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<tbody>
<tr>
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<td>Text: Chapter 15</td>
<td>Community Organizing Plan</td>
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<td>Selected Materials</td>
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**IV. Special Notes**

- Outline subject to change at the discretion of the instructor
- Assignments are due by 11:59 p.m. each Sunday night. Discussion questions’ initial posts are due by Wednesday. Discussion question response posts are due by 11:59 p.m. each Sunday night.