Syllabus
Welcome to Community Psychology!
PSYC 2550 Online Summer 2020

May 18 – July 26, 2020

Erika Sanborne, Psychology Department
E-mail: Please use UMass Online’s Blackboard Mail within the course. Use outside email only if you cannot access Blackboard for some reason: Erika_Sanborne@uml.edu
Online Chats: Wednesdays 8-9PM Eastern Time (ET)
Welcome to our class video: https://www.youtube.com/watch?v=R0BW9XaNjBs

ABOUT THE COURSE

Course Description
Completion of this course is worth 3 credits. PSYC 1010 is a pre-req or co-req.
Surveys the nature and practice of community psychology, including principles of community organization and change as seen in such areas as education, mental health, the workplace, health care, justice system, corrections and social services. Students may participate in field research or projects in the community, and classroom work will include discussion of the field experiences of the participants. Meets Core Curriculum Essential Learning Outcome for Diversity and Cultural Awareness (DCA).

Required Textbook: low-cost or free - your choice!
Choose one:


The course is based on the Kloos et al. text, so get it if you’d like, but I will make it work if you want to use the free textbook by telling you which chapters to read. You can cite either one in your weekly posts.

Self-regulation while working and learning remotely
Are you finding it harder than usual to focus on tasks you need to get done? If so, you are having a normal response to an abnormal situation, I assure you. Nobody is doing “great” these days. I will just honestly put that out there. Here is a short, 3-part playlist that several students last semester told me was super helpful to them. I share it with you in case you can use some strategy.

https://www.youtube.com/watch?v=bZzi9vsppao&list=PLYFMnT7udMK16VCFLPNAOYIrLHuXuO1L

“Dr. Laura Knouse at the University of Richmond guides you in building habits that will help you better set and accomplish your goals while learning remotely…”
Course Materials “Release” Day
Each new week of this course begins on a Monday (12:00 AM ET), and ends on a Sunday (11:59PM ET).

The course calendar later in this syllabus provides additional details with regards to the course schedule. Your final exam will be available at the start of Week 10. You can take your final exam at any point during that last week (week 10) of the course.

Course Objectives
At the completion of this course, students should be able to do the following:
• To define and recognize in a community setting the core principles of community psychology, specifically these ten: prevention, social justice, ecological perspective, respect for diversity, active citizen participation, grounding in research and evaluation, interdisciplinary collaboration, sense of community, empowerment, and promotion of wellness. This objective is reached through the Community Meeting Paper.
• To compose illustrations of how to apply community psychology principles to community concerns. This objective is reached through weekly graded posts.
• To assess sense of community in a community; to illustrate the four elements of sense of community in that setting. This objective is reached through the Investigation Paper.
• To conclude from your experience over the semester the extent to which you really can make a difference in the world. This objective is reached through weekly graded posts.

Ged Ed & Core Curriculum Info
For all Continuing Education students, and for day students who matriculated to the University prior to Fall 2015, this course is a General Education course that meets the requirements for Social Science (SS) for non-Psychology majors and for Diversity (D) for all students, and it meets these specific General Education standards in the following ways:
• Learning outcome #2: The CRITICAL THINKING standard requires students to “demonstrate the ability to synthesize information, discover connections, differentiate between facts and opinions, assess evidence, draw conclusions, construct arguments on both sides of a debate using the best available evidence, solve problems, develop and test hypotheses.”
• Learning outcome #3: The CLEAR COMMUNICATION standard requires students to “demonstrate the ability to communicate effectively: to articulate, support, and defend a position using appropriate modes of communication.”
• Learning outcome #4: The DIVERSITY standard requires that students must demonstrate the ability to understand diverse groups of peoples, cultures, and views. Diversity is defined broadly to include culture (i.e., national origin, language, ethnicity, and religion), race, gender, social class, age, sexual orientation, and disability.

For day students whose first semester at UMass Lowell occurs on or after Fall 2015, you have been admitted under the new Core Curriculum. Those of you who are not Psychology majors can count this course under Breadth of Knowledge as a Social Science elective. For those of you who are Psychology majors, this course will satisfy the Essential Learning Outcome of Diversity and Cultural Awareness by enabling you to be better able to:
• Identify and analyze one’s own cultural norms and values in relation to those of other cultures and diverse social groups.
• Identify and analyze indicators of discrimination and demonstration of how discriminatory practices and attitudes can create barriers for some and opportunities for others.
• Articulate answers to complex questions about other cultures and diverse groups, reflecting an awareness of diverse cultural and social group perspectives.
COURSE REQUIREMENTS

Graded Posts (30%)

This is the work of every week. Graded posts are due Sunday night before midnight Eastern Time. Students will compose a thoughtful response to the week’s assignment, with appropriate reference to the assigned textbook reading. The substance of a graded post is based on the student’s personal experience in the world, and involves relating and connecting one’s observations to the concepts being studied in the course, naming and citing those specific concepts by textbook page number. Unless otherwise specified, a graded post must reference specific terms and concepts from the assigned textbook reading. Find additional details in the Start Here module. Look for the section called Graded Posts – The Work of Every Week.

Community Meeting Paper (30%)

This is the first of two course papers. It is a major course assignment, due at the end of Week 5 (June 21, 2020). For this assignment, students need to virtually attend a public community meeting. Students can find ideas on choosing a meeting, and a clarifying list of what’s not allowed in the assignment guidelines. The meeting is the student’s choice, but I do need to approve that choice. My decision to approve is based solely on my confidence that such a meeting will provide a rich enough experience from which the student can complete this assignment. Find something you like, as the parameters are wide.

The purpose of this paper is not an assessment of the meeting, but for you to discover how a community accomplishes its goals, using the lens of community psychology. Find additional details in the assignment guidelines.

Investigation Paper (30%)

This is the second course paper. It is a major course assignment, due at the end of Week 8 (July 12, 2020). For this assignment, choose a community that interests you! This can be a locality – your neighborhood, street, condo community, your town, etc. This can also be a relational community – your fraternity, your faith community, the local business community, the local American Indian community, the local Deaf community, a social club you spend a lot of time with, the local arts community, the local LGBTQ+ community, your work community, etc. After introducing the reader to your community, most of your paper will be about the elements of sense of community as you see them, following the McMillan-Chavis model for sense of community. Find additional details in the assignment guidelines and Week 5 lecture.

Final Exam (10%)

As required by the university, this course has a final exam. Questions are multiple-choice, and assess the student’s ability to connect core concepts from community psychology with provided examples and illustrations. You may complete your final exam at your convenience during the last week of the semester. It is due at end of course, July 26, 2020.

Online midterm grade calculator: https://geterika.com/UML/midtermgrades.html
Online final course grade calculator: https://geterika.com/UML/grades.html
Course grades are computed as follows without further rounding:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.0 – 100.0</td>
<td>A (4.0)</td>
<td>80.0 – 82.9</td>
<td>B- (2.7)</td>
</tr>
<tr>
<td>90.0 – 92.9</td>
<td>A- (3.7)</td>
<td>77.0 – 79.9</td>
<td>C+ (2.3)</td>
</tr>
<tr>
<td>87.0 – 89.9</td>
<td>B+ (3.3)</td>
<td>73.0 – 76.9</td>
<td>C (2.0)</td>
</tr>
<tr>
<td>83.0 – 86.9</td>
<td>B (3.0)</td>
<td>70.0 – 72.9</td>
<td>C- (1.7)</td>
</tr>
<tr>
<td>67.0 – 69.9</td>
<td>D+ (1.3)</td>
<td>0 – 63.0*</td>
<td>F (0.0)</td>
</tr>
</tbody>
</table>

*Scores up to and including 62.94 are too low to earn a passing grade.

TO SUCCEED IN THIS COURSE

What is expected of you?
You will see that this course has a lot of freedom for you to choose topics consistent with your own experience, professional interests, and learning goals. Community psychology affords you a framework, a way of looking at things, and you can demonstrate your learning of relevant concepts by linking what you observe with what we learn in the course. For example, please remember that weekly graded posts should reference specific concepts in the textbook, concepts which you put in bold type and cite by page number.

In general, to succeed in this course, you should expect to devote around six hours per week beyond the “in class” time of reading and viewing lecture content, on average, in order to keep up with coursework. It is expected that you will complete your own original work with integrity and on time, and that your communication with one another and the instructor will be mutually respectful. It is expected that you will ask clarifying questions if you are unsure of any aspect of an assignment.

You can email me at any time, but I ask that you post your questions to the discussion boards unless your question is private or personal in nature. If you email me a general course question I may ask you to post it on the Questions discussion board for my reply, so that others can receive my response to the question. I will communicate any personal inquiries or feedback to you via email, and will frequently send “all-class bulletins” too. Check your email inside Blackboard often! By “email” I mean the “Mail” link in the left side margin inside the course in Blackboard.

Students’ interactions should be consistent with the university’s academic policies and regulations as published here: [https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Academic-Policies.aspx](https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Academic-Policies.aspx). If a student feels they have been unfairly treated, a student’s rights are described here: [https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Student-Complaints.aspx](https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Student-Complaints.aspx).

If you have any learning needs that I can accommodate, you need to first contact the Office of Disability Services. Together you and they will let me know how I can be most helpful to your learning. In accordance with University policy and the ADA, I am glad to accommodate students with documented disabilities per the Office of Disability Services. If you have a disability and are not currently receiving accommodations, please contact the Office of Disability Services to arrange future accommodations.
What can you expect of the professor?
I am available to help you understand course materials and expectations, and I believe that we are “in this together” for our shared time in this course. I take a more interactive and involved approach than some, because I offer you my accompaniment.

I respect the time you put into your coursework by giving you my time in return. For the major course papers in this course, I won’t just give you a grade. I will be in touch with you privately, by email, to give details on strengths and weaknesses in your work. That is also an invitation for further conversation if anything remains unclear. I don’t believe that you can ask me too many questions – I am here for you. Ask away.

The course is conveniently available to you 24 hours a day. Unfortunately, I am not. I’m fairly quick with responding to Blackboard messages within 24 hours, and often much quicker than that, but you should not expect last minute help. For example, a frantic email earlier in the day when a major course assignment is due that night is not going to be fruitful. A lack of planning on your part does not make for an emergency on my part. I will help you a great deal. You just need to seek help when you need it, and ideally not at the last minute.

There is also weekly chat. Chat participation is encouraged but not required. I am present for all chat sessions. You bring an agenda – i.e., your questions, reactions, and comments as related to our coursework. Think of it like coming to office hours, potentially with other students. If you don’t come with an agenda there will be the online equivalent of awkward silence. When several students show up with questions and ideas, it’s productive! Do as you will, but it’s another resource available to you.

POLICIES

Academic Integrity
You have no idea the time I will clear in my schedule to respond to suspects acts of academic dishonesty. “The integrity of the academic enterprise of any institution of higher education requires honesty in all aspects of its endeavor. Maintaining academic integrity is therefore the responsibility of all faculty, staff, and students at the University of Massachusetts Lowell. Academic dishonesty is prohibited in all programs of the University. Sanctions may be imposed on any student who has committed an act of academic dishonesty…” You need to be familiar with the University’s policies on academic integrity, and you need to understand that I endeavor to fervently monitor for academic dishonesty. You can find the university’s Academic Integrity Policy here: https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Academic-Integrity.aspx.

Netiquette
As you all know, netiquette refers to proper behavior while interacting online. The golden rule of netiquette is essentially to treat people as you would want to be treated. Please be polite and considerate. Think about whether your comment could cause hurt feelings. Be careful about how your words can come across because misunderstandings can be common online. Feel free to use emoticons to show your tone! :) If you are replying to someone’s post, please address them by name. If you prefer a name other than what Blackboard has for you, please be sure to “sign” your posts, so that when people reply to you they can use your preferred address. I realize not all online courses have you “sign” your posts, but I encourage this because it’s more conversational. It’s not required. I just want to get your preferred names right.
Late Work and Missed Assignments

All assignments are due before midnight Eastern Time, or end-of-day. Work is time-stamped. The moment the clock tower tolls at 12:00 AM Eastern Time, it is officially the next day and a submitted assignment is LATE and graded accordingly. You need to submit no later than 11:59:59 PM, if you are a last second kind of person. There is no “little bit late” that is overlooked. Late work is reduced in grade as noted below. After one week, any work you have not submitted is graded as missed. All deadlines and guidelines are available to you from the first minute of the semester. Avoid waiting until the last minute to do your work so that you can avoid submitting your work late.

- Late Weekly Graded Posts

When posting on the graded discussion boards, you will note the time stamp and anything posted after 11:59:59 PM each Sunday is late. For example, a graded post time-stamped at 12:00 AM Monday is late. You may also find that the discussion board may be locked. Even if it is not locked, late is late. To submit late graded posts after a discussion board is locked, please use a specific subject line in your email to me containing your late work to ensure due credit is given, like this:

Subj: Week 2 Graded Post late for half credit

Weekly Graded Posts can be submitted up to one week late for half credit. These posts are smaller, weekly assignments and if not submitted within the one-week late period they are missed and graded as a “0” for that week. There is no “little bit late” consideration for something you have a full week to submit. Work not submitted on time is late.

- Late Papers

Submitting either of the two major papers late results in a reduction of one full letter grade per 2 days late. A paper submitted one second late up to two full days late, is reduced in grade by one full letter grade. One full letter grade = 10% = 3 points out of 30 points. This leaves up to one week late to submit your paper for this reduced grade. These are major course assignments and submitting late work of any quality will substantially impact your grade. Please do not be late with your work. If either of these papers is not submitted within the late period of one week, a grade of “50%” will be entered for that missed major paper, which is 15 points out of 30 points.

As a tip, if you’re going to submit your paper at 12:01 AM, you’re already submitting late work. Please consider holding onto it, and making it your best work on quality, while still submitting it within the first 48 hours. The penalty is the same (one full letter grade for up to two days late) and you do not gain advantage by submitting just a few moments late. In my experience, work that is submitted a few moments late is often not complete and correct. Take the rest of those 48 hours to at least make it your best work on quality, so that when the letter grade penalty is applied you might, for example, be submitting “A” quality work that earns a grade of B, which is not a bad grade for late work. Do your best.

- Final Exam

Not submitting your final exam by end of semester, which is midnight Eastern Time on July 26, 2020, is equivalent to having not been present to take a final exam. The resulting grade entered for your missed final exam will be a “50%” grade which is 5 out of 10 points.
## SUMMER 2020 ACCELERATED COURSE CALENDAR
### COMMUNITY PSYCHOLOGY

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Textbook reading (Kloos et al.)</th>
<th>Open source textbook reading (Jason et al.)</th>
<th>Topics</th>
<th>Major Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>5/18 – 5/24</td>
<td>Ch.1</td>
<td>Ch. 1</td>
<td>Core Principles</td>
<td></td>
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<tr>
<td>2</td>
<td>5/25 – 5/31</td>
<td>Ch. 2 &amp; 14</td>
<td>Ch. 2 &amp; 19</td>
<td>History and Future of Community Psychology</td>
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<tr>
<td>3</td>
<td>6/1 – 6/7</td>
<td>Ch. 3-4</td>
<td>Ch. 6</td>
<td>Research Methods</td>
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<tr>
<td>4</td>
<td>6/8 – 6/14</td>
<td>Ch. 5</td>
<td>Ch. 5</td>
<td>Ecological Theory</td>
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<tr>
<td>5</td>
<td>6/15 – 6/21</td>
<td>Ch. 6</td>
<td>Ch. 5</td>
<td>Sense of Community</td>
<td>Community Meeting Paper (due 6/21)</td>
</tr>
<tr>
<td>6</td>
<td>6/22 – 6/28</td>
<td>Ch. 7</td>
<td>Ch. 8</td>
<td>Respect for Diversity</td>
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<tr>
<td>7</td>
<td>6/29 – 7/5</td>
<td>Ch. 11</td>
<td>Ch. 9 &amp; 10</td>
<td>Empowerment</td>
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<td></td>
<td>7/6</td>
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<tr>
<td>8</td>
<td>7/6 – 7/12</td>
<td>Ch. 8</td>
<td>Ch. 13</td>
<td>Stress and Coping</td>
<td>Investigation Paper (due 7/12)</td>
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<td>9</td>
<td>7/13 – 7/19</td>
<td>Ch.9-10</td>
<td>Ch. 12</td>
<td>Prevention and Promotion</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>7/20 – 7/26</td>
<td>Ch. 13</td>
<td>Ch. 14</td>
<td>Program Evaluation and Public Policy</td>
<td>Final Exam (due 7/26)</td>
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### GETTING STARTED ON DAY 1

I know semester startup time can be hectic, and I know that this semester in particular is likely an especially stressful one for many of us. I am writing this part to help you ease in right on track. Here are my start-up tips.

**Get the textbook immediately.** Either get the [traditional textbook](#) (which you should be able to rent for about $20) or get the [free open source textbook](#). I have decided to make the course work with both options this semester. You will need it every week. You cannot earn an “A” on graded posts without citing either one of the textbooks. Once you have it, read chapter 1 a few times. In both textbooks, chapter 1 gives a great overview of community psychology. It’s a secret resource, and I suggest giving it some time for careful reading, more than the rest of the chapters even.

**Read the assignment guidelines for the Community Meeting Paper.** You need to find a meeting that you want to virtually attend, so that you can propose it and hopefully get it approved. I urge you to do this immediately because many organizations meet monthly. Even though we are looking at virtual meetings, that does not mean they happen more often, so find something I can approve ASAP so you’ll be all set. This paper is due at the end of week 5, and you don’t really need to worry about what goes into that paper right away, but you do need to start looking around to find a meeting. If you find something early, you can probably attend whatever you’d like, because the paper will be due in five weeks. **The longer you wait, the fewer options you are leaving for yourself.**

Even though you are attending virtually, you can look at photos on the [community psychology facebook page](#) for examples of some community meetings that previous students have attended. Like the page for the semester to get some reminders and news from me too, although I’d never post anything there that is not also in the course. If you use FB, you might find that helpful to connect.

**Introduce yourself on the Introductions board** once in Blackboard, and get to know one another a bit. I truly look forward to our time together, and I thank you for your careful reading of this syllabus.
What follows are Assignment Guidelines for both major course papers. These guidelines were previously separate but are now contained in this one giant syllabus file. Please do not be overwhelmed by the giant syllabus file – this is assembled to give you a one-stop shop for the information you will need, not to distress you. 😊

Community Meeting & Interview Paper Assignment Guidelines (next 4 pages in syllabus)

The paper has two sections. The first section of this paper involves scheduling your attendance at the start of the semester. In these detailed guidelines, I outline what the paper entails as well as the tasks you need to complete in order to write it. I’m also giving tips for success and highest grades. Your paper will be graded according to the rubric found in these guidelines.

First, you must “attend” a community meeting…

Attendance means that you will virtually watch an online or TV live stream of a meeting of elected or appointed community leaders.

   a. I have to approve the community meeting you have chosen. This is solely for me to make sure you’ve chosen one that will meet the course requirements. You should propose the meeting you’d like to attend on the Community Meeting discussion board for approval, at the start of the semester.

      i. Here is a sample post of the details you need to include in your proposal on the discussion board. You can copy-paste and fill in your details.

         Name of meeting: City Council Meeting
         Name of organization: City of West Saint Paul, MN
         Highlights from the agenda for this specific meeting: regular meeting – citizen comments, regular consent agenda, public hearing, and two items of new business: one concerns a right of way and the other is about a food truck matter.
         Past agendas and minutes for this exact meeting: https://wspmn.gov/AgendaCenter
         Time and date of this exact meeting as proposed: May 11, 2020 @ 6:30 PM
         Exactly how/where I will watch it: Our City Council meetings are broadcast live on West St. Paul's Cable Channel 18, so I will watch on local broadcast. I do have an antenna and confirm I can watch this meeting happen live on TV. (If it were streaming online, I would give the link to that stream here.)

      ii. Here are some common meeting choices that will work: city council; school committee; homeowners association; a religious group’s leadership meeting (church/temple/other planning or business meeting); political action group planning or board meeting; neighborhood association; board meeting for a nonprofit organization; PTO/PTA meeting; any UML student association e-board or leadership meeting; union meeting; almost any city or town municipal meeting you would find on yours or any city/town website’s calendar.
iii. Basically, think of a group of elected or appointed leaders in a community, who meets for a specific purpose and has some authority relative to the community of interest. Their meetings have an agenda, and the people “sitting around the table” hear discussions and then vote on actions to come. **Business and decision-making must take place at the specific meeting you’re attending for this assignment.** This could be a United States Congressional Session or it could be the seventh grade science club meeting. Size doesn’t matter but structure does – your chosen meeting must have people in leadership who listen to things and then vote on what will change or be done. **It has to be a decision-making meeting of some kind.**

iv. Here are some common ones that **will not work** and will not be approved: staff meeting; training; information session; educational event; community event; any “anonymous” or other therapeutic support group; public forum; public hearing; Q&A session; party or social event; any meeting where decision making does not happen.

v. Here are a few considerations and pieces of advice on choosing a meeting: Pick a meeting you have some interest in. **If you have a personal interest in a certain meeting, propose it.** **If you have no reason to choose anything in particular, I suggest your current city/town council meeting.** Ultimately, pick what you want. If it can cover the course requirements, I’ll approve it.

b. Take notes during the meeting. Most of your paper will come from the notes you write during the meeting. I’ve been told that taking a lot of notes is a good idea, and that starting out with the ten core principles of community psychology written down, maybe even with space between them and a little definition for each, helps sort notes during the meeting.

**Section #1 of the paper: About the Meeting (2 - 3 pages)**
You will write about the meeting in your paper in about 2-3 double-spaced pages, which is not a lot. Yes, you can go a little over if you need to. Mostly I need to get a sense, from reading, of what transpired at the meeting from the time it began until the end. You might want to write a lot of notes during the meeting, so you can later select from a lot of detail what clear and concise illustrations you want to ultimately write up in the paper.

Start this section with what you saw or heard when the meeting began, and end with how you felt at the end. In between those points, describe the highlights. Do your best to “attend” by not doing other things while the meeting is in session. If we were not under public health restriction, this assignment would involve attending the meeting in person. As best as you can, try to immerse yourself in the process by minimizing distractions for the duration of the meeting. “Attend” to all the details that you can virtually attend to. This paper is worth 30% of your course grade. Make it count.

**Section #2 of the paper: Community Psychology Reflection (4–5 pages)**
This is your discussion of both the presence and the absence of the ten core principles of community psychology. These ten core principles are covered in the textbook and in lecture. This section is where you earn your grade. **It must be no less than four full pages, double-spaced. Shorter than four full pages is not enough words to cover this part of the assignment.** Do not give any space to defining the terms. I am your target audience, and I already know what these words mean. Section 2 of the paper is a reflection on the ten core principles or values of community psychology, indicating both their presence and their absence, based on what you heard and observed.
These are the ten core principles of community psychology:

1. prevention
2. social justice
3. ecological perspective
4. respect for diversity
5. active citizen participation
6. grounding in research and evaluation
7. interdisciplinary collaboration
8. sense of community
9. empowerment, and
10. promotion of wellness

You can access a **complete, sample paper** [here](#). Additionally, here is a sample paragraph from Section 2 of someone’s paper. In this piece, he is addressing the core principle of *grounding in research and evaluation.*

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**Grounding in Research and Evaluation**

Throughout the City Council meeting, many of the motions discussed called for further research. As these approved motions develop further toward the pursuit of their respective goals, the research should give them the support of empirical grounding in research. Many of the topics that were quickly mentioned throughout the meeting were approved in order to define, understand, and address their community issue. One interesting example was when “Motion A” was the topic of discussion. Councilor M. inquired about the rerouting of the Baystate Marathon to reduce the community issue of the disruptions of traffic. She mentioned that this community problem came up when she was looking into whether an Oktoberfest-type event would be feasible enough to coincide with this race. The quantitative evidence that this marathon is the cause of traffic that day came up in discussion, where it was enough to be its own defined problem that needed to be addressed. Based on these specific empirical findings, Councilor M. mentioned that this is another prime example of how other good things can come from a motion. Most "good ideas" that were shared in the council meeting had references to relevant research that suggested both an empirical basis and measurable outcomes of the proposed changes.

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**Tips for getting ready to virtually attend the meeting…**

Read the meeting’s agenda ahead of time, and become at least basically familiar with what this organization does. A strategy I've been told works well: Write out the ten core community psychology principles, with an abbreviated definition for each one. Take this with you to wherever you will virtually attend the meeting. You can then take notes of your observations by categorizing them as they happen!

Read the rubric (which is on the next page). Plan to earn the most points. I will share sample papers with you in the Week 3 lecture — look for those. Ask me any questions you have at any point while working on this paper. It’s not a complicated paper. The hardest part is you choosing a meeting and scheduling your own virtual attendance, at a set-aside time where you can focus and listen and take notes.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grading Criteria</th>
<th>Points</th>
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</table>
| Attend a meeting                    | • Virtually attended an approved community meeting, from start to finish.  
• Did not virtually attend an approved community meeting from start to finish. Note: If this is true you cannot earn other points as they are all based on virtual meeting attendance. Grade entered for missed assignment is “50%” or 15 points.                                                                                                                           | 5      |
| Section 1 of the paper: About the Meeting | • Summarized the group or organization in a few, succinct sentences. Primarily summarized the specific meeting itself, starting with how the meeting began and ending with how they adjourned. Included details of examples cited in section 2 for illustrating core principles. This should be 2-3 double spaced pages, or slightly more. Writing is clear, mostly free of spelling and grammatical errors, and formatted in APA Style.  
• May have summarized the group or organization, but did not adequately summarize the specific meeting itself, or did so in less than 2 full pages.  
• Did not write anything relevant for Section 1 of the paper.                                                                                                                                                                                                                                     | 5      |
| Section 2 of the paper: Community Psychology Reflection | • Discussed both the presence and the absence of the ten core principles in the field of community psychology. This must be absolutely no less than four full, double-spaced pages. Gave approximately equal attention to each core principle. Did not give any space to defining the terms. Demonstrated understanding of the ten core principles by correctly linking their presence and/or absence with specific examples of what was observed and heard at the meeting. Used the meeting to correctly illustrate the ten core concepts. The reader can discern from this reflection that the writer understands the ten core principles, which is the purpose of this assignment.  
  
  The ten core principles: prevention, social justice, ecological perspective, respect for diversity, active citizen participation, grounding in research and evaluation, interdisciplinary collaboration, sense of community, empowerment, and promotion of wellness  
• Did as above and on the right track, addressing all ten core principles, but without enough depth to earn full credit – noted by having less than four full pages of text, or having filled space with definitions of terms, which should not be a part of the paper, or other wordiness or repetitiveness that does not add substance. This is a reflection that would have been an A if the writer had said more along the same lines, had more depth or detail, and/or removed extraneous content.  
• Did not demonstrate understanding of two or three of the ten core principles, by either omitting them or incorrectly applying them. For example, one might make a connection between observation and principle that is incorrect or not clear. Covered at least seven principles correctly and completely.  
• Attempted this section of the paper, but it was too brief and/or had many connections that were incomplete, incorrect, and/or unclear. The reader cannot discern that the writer understands many of the seven core principles due to brevity, errors, or both.                                                                                                                                                                                                 | 20     |

**Possible total number of points so far** 30

<table>
<thead>
<tr>
<th>Points to lose</th>
<th>Wrote with more than minor errors in grammar, spelling, and/or APA Style format.</th>
<th>-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points to gain</td>
<td>Earned full credit for both sections of the paper, and additionally expanded in Section 2 to correctly cover one or more additional community psychology principles beyond the core ten principles required.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total points earned:** _________
Community Investigation Paper
Assignment Guidelines (next 5 pages in syllabus)

The purpose of this assignment is: To assess sense of community in a setting, and to illustrate the four elements of sense of community in that setting.

And that is what I will eventually be grading, that you sufficiently convinced me that you understand what makes up sense of community. You’ll start your paper with a little introduction to your chosen community, and you’ll conclude your paper with a few words about the challenges they face and what their future looks like. Those are the bookends. The whole middle part of your paper is on sense of community. That’s the heart of the assignment, and where most of your grade is earned. We are using the McMillan-Chavis model of sense of community. The McMillan-Chavis model of sense of community is covered in Week 5 lecture. Your paper will be graded according to the rubric as found in these guidelines.

Here is the short version of how to get an A on this paper:

1. Learn what sense of community is first – see McMillan-Chavis model in the Week 5 lecture, full-text journal article, and assigned readings.
2. Pick a community – your own favorite, or someone else’s favorite.
3. Assess its present-day sense of community – go straight through the four elements and the details of each element.
4. Format properly - use the complete sample paper as a model.
5. Write enough substance – no quotes, no fluff.
6. Read the rubric - to make sure you cover everything.
7. Submit your paper on time.

Related resources:

- Grading Rubric: (which is on the last page of this giant syllabus file)
- My McMillan-Chavis Outline: See Week 5 lecture materials
- Full-text of classical McMillan & Chavis (1986) journal article: See Week 5 lecture materials
- Complete sample paper: Available here: https://getterika.com/UML/W7_SampleInvestigationPaper.docx

How to choose a community

Think of a community who has shared experiences, a history together, something that symbolized membership, a sense of meeting one another's needs, boundaries that define who is a member and who is not, people who have influence over the group, etc.

You do not need any permission or approval, although if you’re not sure about your choice, or if you want my help deciding from among some options, just let me know.

The only people that cannot be considered “a community” for our purposes are: your family, and your friends. Those people comprise your social network, which is different. You cannot write about a community from your past – you have to get to know their sense of community now in the present moment.
“These are my people!” What community is that for you? Write about them.

To answer a common question, what if you don’t feel you can write about a community you belong to? Well then you should write about someone else’s community. You’ll need to use that person to help assess sense of community in his/her community. Big hint: If you’re going to write about someone else’s community then think of a friend or family member who’s really proud to be a part of some specific community. Then write about them.

Even though you might have to be asking people to tell you about things, do not include a Q&A in your final paper. This is not an interview paper. You might include a few brief quotes, but mostly do not.

I wrote a Complete Sample Paper

I chose to complete this assignment for myself at some point in the past. Think of it as solidarity. I intentionally chose a community I didn’t know about whatsoever, and I wrote my paper based on asking people to tell me about their community, and that’s how I learned about their sense of community. The complete sample paper is what I wrote following that excursion.

I could have written my paper start to finish without leaving my house, if I already knew a lot about this community. That might be what you do, and it’s fine. I could write this paper about many communities I already know pretty well. And you can potentially do so as well – write your paper without leaving your house. If you can pull it off, you would then be sort of linking up what you know about them in the present moment with the four elements of sense of community. This assignment is straightforward. You can also do this one from home by watching some videos about your chosen community, and then asking a few people some questions by email or phone.

Gather the data however you want, about whatever community you choose. Your goal is to assess sense of community in the present moment.

Your paper must have three sections:

- **Introduction** (1 page) – Describe the community as if you were a greeter giving a tour to new guests who came by right now to learn about your community. Say where it is, how long it’s been around, how big or small it is, what you like or dislike about them, and how they are operating in the Covid-19 era. Here you might include a photo or screenshot too. Do not copy and paste from their website or Wikipedia. Just describe this community in your own words.

- **Sense of Community** (4+ pages) – This is the important part of the paper, working through the McMillan-Chavis model of Sense of Community. This should be a minimum of four pages, critically assessing the four elements of sense of community. Do not give any space to defining the terms, just apply them. I am your target audience, and I already know what these words mean. You cannot complete this most important part of the paper is less space than four full, double-spaced pages. And wordiness that does not add substance is something that I ignore when grading, so don’t bother adding in any fluff. If you’re short in this section, add more content with substance or your paper will be incomplete and your grade will have to reflect that.

- **Most pressing issues** (1 page) – What are the one or two greatest challenges faced by this community today? How are they going about meeting those challenges? What does the future look like for this community? This should read like a conclusion not a redundancy.
Remember: See the Grading Rubric for details on exactly where points are earned and lost. It is on the last page of this giant syllabus file.

Frequently Asked Questions – Read These!

Q1. Can I write about any community?

A. Pretty much yes, and you don't need any approval. The only groups not considered communities for our purposes are your family, and your friends in general. Those are social networks, and that’s different.

Q2. Can I write about a community from my past?

A. No. It must be a present community that you assess with present day attention. If you want to write about a community from your past, you must get to know them in the present and write about that.

Q3. What do I do if I am not part of any community?

A. If you think this is the case, write about someone else's community. You must complete assignments about communities. You are literally completing a course about communities. The University’s course catalog description for Community Psychology says so. It is what it is. It's easier to write about your own community, which is why I allow and encourage that, but you can certainly write about someone else's. The example I have modeled for you in my sample paper is using a community I didn’t previously know anything about.

Q4. Do I have to like the community?

A. No. In fact, plenty of communities have a very strong sense of community and yet are quite destructive. For example, a gang has a high sense of community. You're not necessarily writing to say how wonderful your chosen community is, although most students do find it easiest to write about their own favorite community, which ends up being a picture of what makes them great.

Q5. Are you sharing this paper with anyone?

A. No. I'm often asked this, because people sometimes need to share details that might not be public. I won't save or share your paper with anyone. After the course has ended, I will not even have a copy of it.

Q6. Is there an example for formatting the paper?

A. Yes! Follow APA Style guides or please just copy my sample paper formatting. Try your best to use APA format, but your grade is only negatively impacted if you don't follow the basic formatting guidelines repeated throughout the course: 12pt Times New Roman black font, straight double-spacing with no extra spaces between paragraphs, 1” margins all four sides, and simple page numbers top right corner. All word processing programs allow you to change these settings, so you should do that.

Q7. What about references?
A. You won't likely have any references. You do not need to reference my McMillan-Chavis outline, lecture notes, the journal article, or the textbook. If you do reference a source for some reason, obviously cite it. Academic dishonesty is just as much a bad idea on this paper as any other. If you are referencing several things, you are probably not doing this right. Most of this paper is your observations and thoughts which illustrate the four elements of sense of community. Suppose I described a music band as loud. I don't need to reference studies about decibels and sound. I could say that the band was loud in my experience, because I got a headache. See? No reference. Report your observations.

Q8. What about defining terms?

A. Don't do it. I am your target audience and I already know what these words mean. You are writing a paper about sense of community in a certain group, to someone who knows what sense of community is, to demonstrate that you now know it too. Including definitions or explanations of terms would lower your grade.

Q9. So should the paper have subheadings?

A. Yes. APA Style subheadings should be used. Be sure to make one subheading for each of the four elements of sense of community: Membership, Influence, Integration and Fulfillment of Needs, and Shared Emotional Connection. Give approximately the same amount of attention to each of the four elements. See the sample paper if you want to just copy the correct formatting to begin with.

Q13. What if my paper is not long enough?

A. The minimum length requirements for your work are there for good reason. If you have to prioritize your time last minute, finish the Sense of Community section. Those four+ middle pages are where most of the grade comes from. And remember not to be wordy or define terms.

As always, be in touch with me if you have any questions, comments, feedback, ideas or concerns. The only kind of help I cannot offer is the very-last-minute kind of help.

If you cannot make it to a scheduled chat time, message me and we will set up another time for us to chat.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grading Criteria</th>
<th>Points</th>
</tr>
</thead>
</table>
| **Introduce the Community**         | • Introduce the reader to your chosen community in your own words. This should be about one double-spaced page of text, more or less.  
• Introduce the reader to your chosen community by paraphrasing Wikipedia or other publications with appropriate citations (ideally you do not do this even with citations)  
• Wrote very little to introduce the reader to your chosen community. | 5      |
|                                     |                                                                                  | 3      |
|                                     |                                                                                  | 0      |
| **Assess Membership**               | • Critically assessed the element of membership, including but not limited to boundaries, common symbol system, emotional safety, personal investment, and sense of belonging. This should be at least one full, double-spaced page, and should convey to the reader an understanding of this one element.  
• Assessed more than half of the element of membership, and/or assessed this element in less than one full page of text, and/or gave space to definitions or wordiness that does not add substance.  
• Critically assessed very little of the element of membership. | 5      |
|                                     |                                                                                  | 3      |
|                                     |                                                                                  | 0      |
| **Assess Influence**                | • Critically assessed the element of influence, including but not limited to sacrifice, and power and trust. This should be at least one full, double-spaced page, and should convey to the reader an understanding of this one element.  
• Assessed more than half of the element of influence, and/or assessed this element in less than one full page of text, and/or gave space to definitions or wordiness that does not add substance.  
• Critically assessed very little of the element of influence. | 5      |
|                                     |                                                                                  | 3      |
|                                     |                                                                                  | 0      |
| **Assess Integration & Fulfillment of Needs** | • Critically assessed the element of integration and fulfillment of needs, including but not limited to shared values, and community economy. This should be at least one full, double-spaced page, and should convey to the reader an understanding of this one element.  
• Assessed more than half of the element of integration and fulfillment of needs, and/or assessed this element in less than one full page of text, and/or gave space to definitions or wordiness that does not add substance.  
• Critically assessed very little of the element of integration and fulfillment of needs. | 5      |
|                                     |                                                                                  | 3      |
|                                     |                                                                                  | 0      |
| **Assess Shared Emotional Connection** | • Critically assessed the element of shared emotional connection, including but not limited describing what conditions feed into shared emotional connection in the given community. This should be at least one full, double-spaced page, and should convey to the reader an understanding of this one element.  
• Assessed more than half of the element of shared emotional connection, and/or assessed this element in less than one full page of text, and/or gave space to definitions or wordiness that does not add substance.  
• Critically assessed very little of the element of shared emotional connection. | 5      |
|                                     |                                                                                  | 3      |
|                                     |                                                                                  | 0      |
| **Summarize Challenges and Future Outlook** | • Described one or two greatest challenges presently faced by this community, and how they are going about meeting those challenges. Mentioned what the future looks like for this community. This should read like a conclusion and be about one double-spaced page.  
• Addressed more than half of the above  
• Wrote very little content pertaining to greatest challenges and outlook. | 3      |
|                                     |                                                                                  | 2      |
|                                     |                                                                                  | 0      |
| **Proper APA Style Formatting**     | • Used proper font, spacing, margins, and numbering: Times New Roman 12 pt. font; double-spaced text with no extra space between paragraphs; 1” margins on all four sides; simple numbered pages top right corner  
• Formatted most font, spacing, margins and numbering correctly, but not all.  
• More than minor errors in formatting of font, spacing, margins, and numbering. | 2      |
|                                     |                                                                                  | 1      |
|                                     |                                                                                  | 0      |

Total points earned: _______