Syllabus
Welcome to Community Psychology!
PSYC 2550 Online Fall 2022

Sept. 1 – Nov. 6, 2022

Faculty: 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, or we are outside of semester dates: Erika_Sanborne@uml.edu
Online Chats: Wednesdays 8-9PM Eastern Time (ET)
Blackboard: https://uml.umassonline.net
Course Catalog entry: https://gps.uml.edu/catalog/search/
Welcome-to-our-class video & links to online resources: https://geterika.com/psych/

ABOUT THE COURSE
Course Description
Completion of this course is worth 3 credits. PSYC 1010 is a pre-req or co-req.
Surveys the field of community psychology, including principles of social justice, diversity, and social change. The course reviews historical antecedents, paradigms, conceptual models, strategies and tactics of social and community change and action; examples from selected contexts and social systems, including education, mental health, community organizations, the workplace, health care, justice system, and social services will be employed. Meets Core Curriculum Essential Learning Outcome for Diversity and Cultural Awareness (DCA).

Required Textbook: it is free!

Jason, L.A., Glantsman, O., O'Brien, J.F., & Ramian, K.N. (Eds.)
(2019). *Introduction to Community Psychology: Becoming an agent of change*. This is an open-access textbook:
https://press.rebus.community/introductiontocommunitypsychology/.
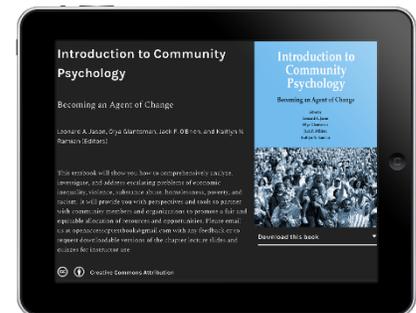
I recommend downloading the PDF file for the whole book, so you have it. Make sure you download a version that shows the textbook page numbers. The version on my course website is also compressed.

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 <u>define</u> and <u>recognize</u> 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 <u>compose</u> illustrations of how to apply community psychology principles to community concerns. This objective is reached through weekly graded posts.

• To <u>assess</u> sense of community in a community; to <u>illustrate</u> the four elements of sense of community in that setting. This objective is reached through the Investigation Paper.

• To <u>conclude</u> 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 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 Leaning 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 ET. You will compose a thoughtful response to the week's assignment, with appropriate references to the assigned textbook reading. The substance of a graded post is based on your personal experience in the world and involves relating and connecting your observations and reflections to the concepts being studied in the course, naming and citing those specific concepts by textbook page number. Discussion boards are set so that you need to post before you can view classmates' posts. For fairness, your first post on graded post discussion boards is what is graded. Unless otherwise specified, every graded post must reference specific key terms and concepts from the assigned textbook reading and/or lectures. You need to put those terms and concepts in **bold type** and cite them by page number. Find additional details in the Start Here module; see especially: *Graded Posts – The Work of Every Week,* and *How to do Citations in Weekly Posts*.

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 (Oct. 2, 2022). For this assignment, students need to *virtually* attend a public community meeting. Even if the meeting is taking place in person, for this semester, please attend virtually but still "live" while it is happening. Students can find ideas on choosing a meeting, and a clarifying list of what's not allowed, in the assignment guidelines later in this syllabus. The meeting is the student's choice, but I need to approve that choice. My decision to approve is based on my confidence that such a meeting will provide a rich enough experience from which the student can complete the assignment. Find something you like; 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. Remember, you need to (virtually) **attend while the meeting happens, not just watch the video recording of it later.** As one option, anyone can virtually attend the Regular Meeting of the [Lowell City Council](https://...) for this assignment.

Investigation Paper (30%)

This is the second course paper. It is a major course assignment, due at the end of Week 8 (Oct. 23, 2022). 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 gym, the local American Indian community, the Deaf community, a social club you spend a lot of time with, the local arts community, the QT community, an online support community for parents of children with a certain illness, your work community, etc. After introducing the reader to your community, most of your paper will be about analyzing the four 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 later in the syllabus

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, November 6, 2022.

Midterm grade calculator, and final course grade calculator: https://geterika.com/psych/

Course grades are computed as follows without further rounding:

93.0 – 100.0 = A (4.0)	80.0 – 82.9 = B- (2.7)	67.0 – 69.9 = D+ (1.3)
90.0 – 92.9 = A- (3.7)	77.0 – 79.9 = C+ (2.3)	63.0 – 66.9 = D (1.0)
87.0 – 89.9 = B+ (3.3)	73.0 – 76.9 = C (2.0)	0 – 63.0* = F (0.0)
83.0 – 86.9 = B (3.0)	70.0 – 72.9 = C- (1.7)	*Scores up to and including 62.94 are failing grades.

Clarification on rounding: 86.94 is a B whereas 86.95 is rounded up to a B+.

TO SUCCEED IN THIS COURSE

What is expected <u>of you</u>?

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.

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 at: 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 at: 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.

FACULTY INTELLECTUAL PROPERTY TERMS: You are NOT given permission to distribute, sell, give away, upload, or in any way share lecture materials you obtain during this course to or with any outside source without expressed written permission. Disseminating such intellectual property without permission violates shared norms and standards within the academic community and may be illegal. Also, I am explicitly stating that you have not been given permission to do so.

What can you expect <u>of the professor?</u>

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, and I really do want you to be in touch if you need anything at all. I will always make time for you.

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 sent to me on a Sunday morning when a major course assignment is due that same 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. The saying that comes to mind is "Help me help you," and I mean that, because I am on your side, and I want to help you do your best work.

There is also weekly video 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. When several students show up with questions and ideas, it's productive! Do as you will, but it's another resource available.

POLICIES

Academic Integrity

You have no idea the time I will clear in my schedule to respond to suspected acts of academic dishonesty. "Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Academic dishonesty is prohibited in all programs of the university." 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. Academic dishonesty covers more than plagiarism. Making a blank post in an attempt to circumvent the restrictions on the graded post discussion forums, submitting blank documents as papers so as to say that you submitted your paper on time, and other attempts to work around the restrictions in place in Blackboard for academic integrity are also forms of academic dishonesty. You can access the university's Academic Integrity Policy here: https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Academic-Integrity.aspx.

Netiquette

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 and emojis to show your tone – yes, even in a class! 😊 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 other online courses don't 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. Thank you for helping me do that.

Late Work and Missed Assignments

All assignments are due before midnight Eastern Time, or end-of-day, on Sunday nights. Work is time-stamped. The moment the clock tower tolls at 12:00 AM Eastern Time, it is officially Monday and a submitted assignment is LATE and graded accordingly. You need to submit work no later than 11:59:59 PM, if you are a last second kind of person. There is no "little bit late". Late work is penalized as described 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.

<mark>**If you are sick or experiencing a crisis (whatever that looks like) talk to me ASAP.**</mark>

- **Late Weekly Graded Posts**

When posting on the graded discussion boards, you can 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 "0".

- **Late Papers**

Submitting either of the two major papers late results in a reduction of <u>one full letter grade per 2 days late</u>. 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 a paper at 12:01 AM Monday, 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 November 6, 2022 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.

FALL 2022 ACCELERATED COURSE CALENDAR
COMMUNITY PSYCHOLOGY (See also the GPS Calendar)

Week #	Dates	textbook reading	Topics	Major Assignments Due
1	9/1 – 9/4	Ch. 1	Core Principles	
2	9/5 – 9/11	Ch. 2 & 19	History and Future of Community Psychology	
3	9/12 – 9/18	Ch. 6	Research Methods	
4	9/19 – 9/25	Ch. 5	Ecological Theory	
5	9/26 – 10/2	Ch. 5	Sense of Community	**Community Meeting Paper** *(due 10/2)*
6	10/3 – 10/9	Ch. 8	Respect for Diversity	
	10/11	*Last day to withdraw with "W"*		
7	10/10 – 10/16	Ch. 9 & 10	Empowerment	
8	10/17 – 10/23	Ch. 13	Stress and Coping	**Investigation Paper** *(due 10/23)*
9	10/24 – 10/30	Ch. 12	Prevention and Promotion	
10	10/31 – 11/6	Ch. 14	Program Evaluation and Public Policy	**Final Exam** *(due 11/6)*

GETTING STARTED ON DAY 1

I know semester startup time can be hectic, and I know the past few years have been extra stressful for many. I am writing this part to help you ease in on track. Here are my start-up tips.

1. Get the textbook. It is a free, open source textbook. I have decided to make the course work with this free textbook because students have enough burdens. Yes, you will need it every week. You cannot earn an "A" on graded posts without direct textbook citations of key terms and concepts. Once you have it, read chapter 1 slowly and take notes. Chapter 1 gives a great overview of community psychology.

2. Read the assignment guidelines for the Community Meeting Paper. (They start on the next page of this giant syllabus file!) 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 find a meeting immediately because many organizations meet monthly. Even though you will be attending virtually only, 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.** You don't necessarily want something that happens right now (since you don't know anything yet) but find the meeting right now to set yourself up for success. Perfect time would be a meeting that occurs during weeks 3-4, if you're wondering.

Even though you are attending virtually, you can look at photos on the community psychology facebook page for some examples of community meetings that former students have attended. You can view the photos without having a facebook account. It's all public. If you use facebook, feel free to like that page to get a few reminders and some news from me, although I'd never post anything there that is not also in the course, no worries.

3. Introduce yourself on the Introductions board answering *the three questions* once you're 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, or for your strategic skimming of it. Let's have a good course. **If you've read the syllabus to this point, please email me your best fall-themed meme right now, to mark this moment.** If you're only seeing this after day one, and now that we're into the course, send the meme anyway. Otherwise, I'll assume you literally never read the syllabus at all.

What follows are <mark>Assignment Guidelines for both major course papers</mark>. 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 for the whole semester, not to freak you out. 😊

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

The paper has two sections. 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, also found in these guidelines. Everything is in here.

First, you must "attend" a community meeting live …

Attendance means that you will virtually watch an online or TV live stream of a meeting of elected or appointed community leaders while it is happening. Do not attend in person. Do not only watch a replay of a meeting recording. **You need to tune in live, online or via local digital broadcast. You will need to provide proof of live meeting attendance as well.**

    a. I have to approve the community meeting you have chosen. This is 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.

        i. Here is a sample proposal like what you need to include in your discussion board post.

DEMO MEETING PROPOSAL POST

- <u>Name of meeting</u>: Regular City Council Meeting
- <u>Name of organization</u>: City of Lowell, MA
- <u>Main website</u>: https://www.lowellma.gov/517/City-Council
- <u>Link to the agenda for this specific meeting</u>: Here is the agenda for the Aug. 23, 2022 City Council meeting.
- <u>Highlights from the agenda for this specific meeting</u>: (summarize the agenda – do not copy-paste the whole thing) There are two general public hearings as a part of this council meeting, and then a bunch of required public hearings for National Grid about utilities; the rest of the agenda looks very budget oriented with numerous votes from the City Manager about spending or accepting money; there's also regular subcommittee reports, and announcements
- <u>Link to past agendas and/or minutes from this exact meeting</u>: The current year's *agendas* are here. Meetings with a green checkmark include the previous meetings' *minutes*.
- <u>Time and date of this exact meeting as proposed</u>: August 23, 2022 @ 6:30pm Eastern Time
- <u>Exactly how/where I will watch it</u>: I will watch via the livestream online at https://www.ltc.org/ where I know that the Lowell City Council is on the "Channel 99" live stream.
- <u>How I plan to provide proof of my live meeting attendance</u>: I will email you a selfie at 630pm, at the start of the meeting, with myself and the meeting in frame. I understand that you will delete this photo/email after verifying the timestamp on the email.

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ii. Here are some common meeting choices that **will work**: regular city council; school committee; homeowners association; a religious group's leadership meeting (a church/temple/other's *planning* or *business* or *council* or *board meeting* specifically); political action group's planning or board meeting; neighborhood association; board meeting for any nonprofit organization; PTO/PTA meeting (not an event, but a business meeting will work); any UML student association e-board or leadership meeting; union leadership meeting; almost any city or town municipal meeting you would find on yours or any city/town website's calendar that is **not a public hearing or information session and has a full business meeting agenda**

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 proposing 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 must be a **decision-making meeting** of some kind.

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

v. Suggestions: **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 own current city/town council meeting.** Find the regular, full meeting of the city/town council, not a special meeting. The regular city/town council meeting will always work for this assignment. But ultimately, pick what you want. If it can cover the course requirements, I'll approve it. If you don't like making decisions, then propose a regular meeting of the Lowell, MA City Council. The example I gave shows you their website where you can find an upcoming meeting that fits the timeline.

b. **You need to prove that you "attended" this meeting LIVE, not that you only watched a recording of it later. Here are two options for how to provide that proof of live meeting attendance. If you have another idea for how to prove that you virtually attended live while the meeting was happening, include it in your proposal.**

   i. One easy way to prove this is to submit the extra credit, if interested. That involves posting a photo of yourself and the meeting, *while it is happening*, to the Community Psychology FB page, with a caption that you are "Virtually attending such-and-such meeting" **– post while it's happening and there's your proof (and extra credit!).**

   ii. Email me a selfie of yourself watching the meeting. **You must send this email *while the approved meeting is happening*, or immediately after it ends**, which I will keep private and "check mark" as your proof that you attended the meeting live. I will delete after verifying the time that you sent the email corresponds with the time of your approved meeting. **This proof of live attendance is required. You are required to attend live. Ask questions in advance if you have any.**

    c. 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 for during the meeting. Of course your meeting will probably be available to watch later as a recording, but you should not rely on that. You can use that as a backup, "there if you need it" but hopefully you won't.

Section #1 of the paper: About the Meeting (2 - 4 pages)

You will write about the meeting in your paper in about 2-4 double-spaced pages, which is not a lot. Yes, you can go a little over if you need to but do not go more than one additional page. Mostly, you need to convey an overall sense 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, and delete the stuff you end up not really talking about. Nothing every single thing from your notes belongs in your paper. **Four pages is a hard maximum page count for section 1.** It is not necessary to say more than that.

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. 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 (4–7 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 lectures and in my explainer videos. This section of the paper 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. **Seven pages is a hard maximum page count for section 2.** 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 core 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.**

Community Meeting Paper Grading Rubric		
Requirement	**Grading Criteria**	**Points**
Attend a meeting live	• Virtually attended an approved community meeting, <u>**live**</u>, from start to finish. Exception: If a meeting goes over 3 hours, you can leave at that point if you'd like.	5
	• Watched a recording of an approved meeting later; did not attend live.	2
	• 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 this virtual meeting attendance. Grade entered for missed assignment is "50%" or 15/30 points. **Not emailing proof of "live" attendance at time of meeting is automatically -3 points.**	0
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 2-4 double spaced pages, no less than two pages and no more than four pages.** Writing should be clear, mostly free of spelling and grammatical errors, and formatted in APA Style.	5
	• 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 or more than 4 full pages.	2
	• Did not write anything relevant for Section 1 of the paper.	0
Section 2 of the paper: Community Psychology Reflection	• Discussed both the presence and the absence of the ten core principles of community psychology. **This must be absolutely no less than four full, double-spaced pages, and no more than seven pages.** Gave approximately equal attention to each core principle. Did not give any space to defining the terms. Demonstrated understanding of all ten core principles by correctly linking their presence and/or absence with specific examples of what was observed at the meeting. Used the meeting to correctly illustrate the ten core principles. 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 are: 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	20
	• Did partially 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 or other words** that do not add substance. This is a reflection that would have been an A if the writer had said more, had more depth or detail, and/or removed extraneous content. This is also the grade for having more than seven full pages for section 2.	16
	• Did not demonstrate understanding of 2-3 of the core principles by either omitting them or incorrectly applying them. Covered 7+ principles correctly and completely.	14
	• Attempted this section, 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 several core principles due to brevity, errors, or both.	10
Possible total number of points so far		**30**
Points to lose	• Wrote with more than minor errors in grammar, spelling, and/or APA Style & format.	-2
Points to gain	• Earned full credit for both sections of the paper, and additionally expanded in Section 2 to correctly cover additional community psychology principles or topics.	1
	• Took a pic showing yourself and the meeting happening "live" and posted that pic during or immediately at the end of the meeting, at the right time and date, to the pubic Community Psychology FB page at <u>https://fb.com/CommunityPsychology</u>	1

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 through the four elements and their sub-elements.
4. Format properly – APA Style, you can 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.

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. I'd be glad to think it through with you.

The only people that cannot be considered "a community" for our purposes are: your family, and your friends in general. 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 their 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.

Gather the data however you want, about whatever community you choose. Your goal is to assess sense of community <mark>in the present moment.</mark> **You can do this by reading about a community online – just be in the present, not the past.**

Your paper must have three sections:

- **Introduction** (1-2 pages) – Describe the community as if you were a greeter giving a tour to new guests who came by right now today to learn about this 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 ongoing pandemic era. Here you might include a photo or screenshot too. Do not copy and paste from their website or Wikipedia. Briefly introduce this community in your own words.
- **Sense of Community** (4-7 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 full pages, critically assessing the four elements of sense of community. **Each element needs to be one full double-spaced page at minimum.** 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 reflect that. Do not go beyond seven pages maximum for this section.
- **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 repeat of things you've already covered.

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. Also, a community from your past is off limits unless you are able to write about them **as of today**.

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

A. 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 them now/today.

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 called Community Psychology. 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 community, sure.

Q4. Do I have to like the community?

A. No. In fact, plenty of communities have a very strong sense of community and yet can be destructive. For example, a cult has a very high sense of community. You're not necessarily writing to say how wonderful your chosen community is, although most students do find it easier 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 want 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. Sample papers are ones for which I've received expressed written permission to share with you.

Q6. Is there an example for formatting the paper?

A. Yes! Follow APA 7 Style guides or please just copy the sample paper formatting. Try your best to use APA format, but your grade is only negatively impacted if you don't follow these basic formatting guidelines as repeated throughout the course:

1. 12pt Times New Roman black font
2. straight double-spacing with no extra spaces between paragraphs
3. 1" margins on all four sides, and
4. 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, because you should not be defining things or quoting them. If you do need to 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 though, you are probably not doing this paper right. Talk to me. 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, right? I could say that the band was loud in my experience, because I got a headache. See? Observations connecting experience to terms, no references.

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 will lower your grade.

Q9. So should the paper have subheadings?

A. Yes. APA 7 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, and at least one full page for each of the four elements. See the sample paper if you want to start with the correct formatting to begin with.

Q13. What if my paper is too short?

A. You're not writing enough to earn the most points yet. 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+ section 2 pages are where most of the grade comes from. And remember not to be wordy or define terms.**

Q13. What if my paper is too long?

A. Edit. This is a skill you need to refine, and your undergraduate years are a great time to start. This paper has ranges to give you some freedom, but there are hard minimums which indicate the minimum depth to which you should engage with the content. There are also hard maximums to let you know when you are no longer adding value. Your total paper (not counting cover page) should be no less than six full pages and no more than ten full pages. And the sense of community reflection needs to be at least four full pages, but no more than seven. That range is wide enough to allow those who prefer to write more the freedom to do it, while still putting limits and expecting some editorial work to happen.

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.

Requirement	Grading Criteria	Points
Community Investigation Paper Grading Rubric		
Introduce the Community	• Introduce the reader to your chosen community in your own words. This should be about one double-spaced page of text and no more than two pages. • 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 full 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. Total paper is 6-10 full pages of content, excluding cover. • Formatted most font, spacing, margins, numbering and length correctly, but not all. • More than minor errors in formatting of font, spacing, margins, and numbering, or length.	2 1 0

Total points earned: _____