

COMMUNITY PLANNING & ENGAGEMENT



HGP 315-A1
Urban and Regional Planning
Program, University of Alberta

Course Outline, Fall 2016

DETAILS

Name	Dr. Kyle Whitfield, MCIP, RPP
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Office Hours:	by appointment, meet before or after class, talk on the phone
Location:	Tory 1-83
Time:	Wednesday 1:00-3:50
Duration of course:	September 7-December 7, 2016 (13 weeks)

COURSE CALENDAR DESCRIPTION

Planning in the community context, including methods of public consultation and community-based development are examined and the role and responsibility of planners in the community engagement and development process is addressed.

Prerequisites:
HGP 210/EAS 296 Planning Theory and Practice

COURSE OBJECTIVES AND EXPECTED LEARNING OBJECTIVES

Through inquiry-based teaching and learning, students will:

1. Inquire into theories, ideals and principles that guide community planning and citizen engagement both historically and currently;
2. Examine community planning as a decision making process within a political environment while also considering the role of citizen engagement in public policy decision-making;
3. Discover community development approaches used in the field of planning so they can critically analyze concepts, ideas and planning practices;
4. Apply and ask critical questions of various community planning scenarios while taking into account the role and responsibilities of the planner;
5. Develop inquiry-based skills in order to critically evaluate the many aspects of community planning and engagement i.e. processes and outcomes;
6. Synthesize and generate major critical questions of the course material so as to determine how to evaluate community planning processes and outcomes. This will guide students in determining future directions on community planning and engagement.

Working Definition of 'Community Planning and Engagement'

(Taken from the book *Recasting the Social in Citizenship*, Ed. Isin, E.F, 2008):

"...when people engage with ...issues whatever the difference may separate them in values, principles, and priorities, they are enacting citizenship[/facilitating community planning & engagement]... What 'enacting citizenship'[/facilitating community planning & engagement], means is that individuals perform their fundamental right to have rights by asking questions concerning social justice....Citizenship involves the art of being with others[/facilitating community planning & engagement], negotiating different situations and identities, and articulating ourselves as distinct yet similar to others in our everyday lives, and asking questions of justice. Through these social struggles, we develop a sense of our rights as others' obligations and others' rights as our obligations..." (Isin, Brodie, Juteau and Stasiulis, 2008, p. 7)

01/09/2016

DETAILED DESCRIPTION OF COURSE OUTLINE &CONTENT

Module & Lead	Date	Module Theme	Teaching and Learning Activities by Part 1 1-2:15	BREAK 2:15-2:30	Teaching and Learning Activity & Requirements Part 2 2:30-3:50	Reading/Learning Resource
Module 1 <i>K. Whitfield</i>	Sept. 7	What is the overview of the course; what do we mean by community planning; and what are our ethical responsibilities , as community planners?	K. Whitfield - Introductions - Course purpose and overview of assignments - Discussing inquiry based teaching and learning tools - Reading, synthesizing and evaluating academic material/course content - Defining Community Planning and Engagement		K. Whitfield -Identification of key community planning questions -Community Planning theories - Collaborative planning theory (P. Healey) - Social Planning (Dyckman, J.) - Planning and justice (S. Fainstein) - Advocacy planning (P. Davidoff) - Participatory planning, community development and empowerment (Freire, P.)	NFB Film: The Egg http://www.dailymotion.com/video/xkkgd5_canada-vignettes-the-egg_shortfilms -NFB Film-A short history of the high rise" (3 min.) http://highrise.nfb.ca/shorthistory/
Module 2 <i>Community Planning Student Facilitators & K. Whitfield</i>	Sept. 14	What is community and what is the role of Planners in 'planning community'? Is it to build democracy and a civil society?	Community Planning Student Facilitators		K. Whitfield	Democracy is for Amateurs: Why We Need More Citizen Citizens https://mail.google.com/mail/u/0/#inbox/155c705d471cbb66?projector=1 Healey, P. (2015) Civil society enterprise and local development. <i>Planning Theory & Practice</i> . 16(1) http://www.tandfonline.com/login/ezproxy.library.ualberta.ca/doi/pdf/10.1080/14649357.2014.995212

						<p>Smee, J. "Your community's influence on your life" (how the built environment impacts citizen engagement) https://www.youtube.com/watch?v=j7UumfeEW_4&index=24&list=PLww1dvjSoO4OUlyHJto gMTDsOCi-G4iq- (2:50 min.)</p> <p>Alexander, E. (2010) Introduction: Does planning theory affect practice, and if so, how? <i>Planning Theory</i> 9(2). http://plt.sagepub.com/login.ezproxy.library.ualberta.ca/content/9/2/99.full.pdf+html</p>
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<p>Module 3</p> <p><i>K. Whitfield & Guest Presenter</i></p>	<p>Sept. 21</p>	<p>What is community mapping and what aspects of community planning does it facilitate?</p>	<p><u>Guest Presenter:</u></p> <p>Ken Josephson Coordinator Community Mapping Collaboratory Univ. of Victoria mapping.uvic.ca - crdcommunitygreenmap.ca</p> <p>Via Skype</p>		<p>Community Planning Student Facilitators</p>	<p>Kahila, M., Broberg, A., Kytta, M. and Tyger, T. (2015) "Let the Citizens Map" http://www-tandfonline-com.login.ezproxy.library.ualberta.ca/doi/pdf/10.1080/02697459.2015.1104203 pp. 195-214</p> <p>Mapping Our Common Ground, 2nd Ed. http://mapping.uvic.ca/content/mapping-our-common-ground-booklet-2nd-edition</p> <p><u>UVic Community Mapping Collaboratory</u>: a community-university mapping initiative http://mapping.uvic.ca/</p>
<p>Module 4</p> <p><i>Community Planning Student Facilitators & K. Whitfield</i></p>	<p>Sept. 28</p>	<p>What is the evolution of citizen leadership and what are the current community planning trends?</p>	<p>Community Planning Student Facilitators</p>		<p>K. Whitfield</p>	<p>Citizen Harold, 1971, (NFB Film) http://www.nfb.ca/film/citizen_harold 8:37</p> <p>How to Start a Social Movement https://www.youtube.com/watch?v=lbaemWIljeQ 2:57</p>

<p>Module 5</p> <p><i>Community Planning Student Facilitators</i></p> <p>&</p> <p><i>Guest Presenter</i></p>	<p>Oct. 5</p>	<p>What are the key trends in to public involvement and consultation?</p>	<p>Community Planning Student Facilitators</p>		<p><u>Guest Presenter:</u></p> <p>Jane Purvis. MCIP, RPP Public Engagement Advisor Office of Public Engagement Communications & Public Engagement</p> <p>Contact: <u>780-495-1958</u> Office City of Edmonton City Hall 1 Winston Churchill Square Edmonton AB T5J 2R7</p>	<p>International Association of Public Participation (2007) IAP2 Spectrum of Public Participation http://www.iap2.org/associations/4748/files/spectrum.pdf</p> <p>Citizen Panel in Edmonton http://centreforpublicinvolvement.com/work/archives/2013/04/08/the-report-on-edmontons-citizens-panel-on-energy-and-climate-challenges/</p> <p>City of Edmonton “Council Initiative on Public Engagement” http://www.edmonton.ca/city_government/initiatives_innovation/council-initiative-on-public-engagement.aspx</p> <p><u>Other Readings (not required reading):</u></p> <p>http://www.nccmt.ca/resources/search/86 (methods and tools for collaboration).</p> <p>https://www.publicvoice.co.nz/citizens-panels-in-new-zealand/ (examples of public engagement from</p>
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						New Zealand). http://ncdd.org/rc/item/1572 (examples of Public deliberation)
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<p>Module 6</p> <p><i>Community Planning Student Facilitators</i></p> <p>&</p> <p><i>Guest Presenter</i></p>	Oct. 12	International Planning: What are the political and policy dimensions of community planning using the case example of Nigeria?	Community Planning Student Facilitators		<p><u>Guest Presenter:</u></p> <p>Samual Wahab, Ph.D., RPP, MCIP</p> <p>Integrated Land Management Planner</p> <p>Ministry of Alberta Environment and Parks</p>	<p>Waheb, S. (2015) Impact of social capital on community-based urban solid waste management initiative in Ibadan, Nigeria http://web.b.escobhost.com/login.ezproxy.library.ualberta.ca/ehost/pdfviewer/pdfviewer?sid=a217ee30-bod7-4aa5-bfda-033ddcb1cf4a%40sessionmgr120&vid=6&hid=115</p> <p>You tube: Involving the Community in Waste Management (2015) https://www.youtube.com/watch?v=KcMtjXtwQU8 (46:04 min.)</p>
<p>Module 7</p> <p><i>Guest Presenter & Community Planning Student Facilitators</i></p>	Oct. 19	What is the critical role of Community Leagues, as one strategy to engage citizens and communities?	<p><u>Guest Presenter:</u></p> <p>Dave Trautman, Argyll Community League</p> <p>Contact: http://www.argyllcl.ab.ca/</p>		Community Planning Student Facilitators	<p>Godin, D. (2015) Empowering the local voice: The Federation of Calgary Communities and Citizen Planners. <i>APPI Journal</i>. http://www.albertaplanners.com/sites/default/files/APPIJournalIssue16WEB.pdf (p. 11-13).</p> <p>Edmonton Federation of Community Leagues http://efcl.org/</p>
<p>Module 8</p> <p><i>Community Planning Student Facilitators</i></p>	Oct. 26	What is the value of Community Engagement Toolkits for planners? In what	Community Planning Student Facilitators		K. Whitfield	Community Engagement Toolkit (Toronto, 2016) https://www1.toronto.ca

<p>& K. Whitfield</p>		<p>ways might their use facilitate community engagement, if any?</p>				<p>to.ca/City%20of%20Toronto/City%20Planning/Core/File/pdf/TOcore-Toolkit.pdf</p> <p>Community Engagement Toolkit (sparc, British Columbia, 2013) http://www.google.ca/url?url=http://www.sparc.bc.ca/component/rubberdoc/doc/534/community-engagement-toolkit.pdf&rct=j&q=&esrc=s&sa=U&ved=0ahUKEwj5sv_Yw_PNAhVOzWMKHApA_oQFggkMAA&usg=AFQjCNES64jNMVB R2iJzEyMDKtnV5d_93A</p> <p>Toolkit on Social Participation: (World Health Organization, 2016) https://www.academia.edu/24710666/TOOLKIT_ON_SOCIAL_PARTICIPATION?auto=view&campaign=weekly_digest</p>
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Module 9 <i>Community Planning Student Facilitators & Guest Presenter</i>	Nov. 2	When municipalities develop an engagement strategy, what are the values and the capacities required? And what are the challenges of this process?	Community Planning Student Facilitators		<u>Guest Presenter:</u> Heather Acres, Community Development Facilitator- Municipality of Devon Contact: http://www.devon.ca/Departments/CommunityandEconomicDevelopment/tabid/183/Default.aspx	Schalk, P. (2014) Citizen Engagement in Alberta: Current Practices and Improving Resources Available to Municipalities https://dspace.library.uvic.ca:8443/bitstream/handle/1828/5863/Schalk_Peter_MPA_2014.pdf?sequence=1&isAllowed=y AUMA/AAMCD (2015) Citizen Engagement Toolkit- for Alberta http://www.aamdc.com/images/Documents/Final_AUMA_AAMDC_CET_2015.pdf
READING WEEK	NOV. 9	READING WEEK	READING WEEK		READING WEEK	READING WEEK
Module 11 <i>Community Planning Student Facilitators & Presenter</i>	Nov. 23	Why and how to plan for and with disadvantaged populations? i.e. seniors, persons with disabilities, individuals that are homeless etc.	Community Planning Student Facilitators		<u>Guest Presenter</u> Dawn Green Senior Advisor, Public Engagement Strathcona County	Hockey, A., Phillips, J. & Walford, N. (2013) Planning for an Ageing Society: Voices from the Planning Profession, <i>Planning Practice & Research</i> , http://www.tandfonline.com/login/ezproxy.library.ualberta.ca/doi/pdf/10.1080/02697459.2013.820039 YouTube:

						<p>Disabled mannequins (4:28) http://jezebel.com/people-with-disabilities-react-to-mannequins-created-in-1475812519</p> <p>YouTube: The Voices of Boyle Street (12:24) http://www.youtube.com/watch?v=SIJKodI5KAg</p> <p>Remaining Light: A documentary about how we care for seniors (28:00) http://vimeo.com/19531328</p>
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Module 12 <i>K. Whitfield & Community Planning Student Facilitators</i>	Nov. 30	How do we plan for health and wellbeing in our communities and cities?	K. Whitfield		Community Planning Student Facilitators	Bk Chapter: "Planning for Health and Wellbeing: The time for action" p. 3-16 Barton, H. (2015) https://www-routledgehandbook.s-com.login.ezproxy.library.ualberta.ca/doi/10.4324/9781315728261
Module 13 <i>All</i>	Dec. 7 Last class	How do we evaluate community planning and engagement to determine how to move forward?	WORKSHOP WORLD CAFE All		WORKSHOP WORLD CAFE All	First we will determine methods used to evaluate community planning initiatives before collectively determining the future of community planning- the World Cafe approach will be used. (Some <u>fun food</u> provided)

COURSE REQUIREMENTS/ASSIGNMENTS

The following will form the grading components of this course:

Assignment	Description	Due	Grade /100%
<p><u>Assignment A</u></p> <p><u>Individual</u> Summary of 5 chosen week's</p> <p><u>Outcome</u> -minimum of 2-4 paragraphs</p>	<p>1. From your ualberta account, create a Google Doc with the title "HGP 315: Assignment A – (your name)". Share this document with your instructor (kyle.whitfield@ualberta.ca)</p> <p>2. Each summary will be an added new entry into this document for a total of 5 entries (Summaries). Please title each entry as "Module # (i.e. 2, 3, 5, 7 etc.) Summary". I will be reviewing your entries/summaries and will make comments where necessary.</p> <p>3. For each of the five summaries, write 3-4 paragraphs (minimum) summarizing that weekly topic presented answering the questions: "what was the key focus and how/in what ways does this topic have implications for community planning and engagement?". End the Summary with <u>two</u> critical questions that remain for you, about the topic.</p>	By the Friday after each week (by midnight)	<p>25%</p> <p>x 5 summary's required over the term in total (your choice of which module to write a summary). 5/5=25</p>
<p><u>Assignment B</u></p> <p><u>Each student</u> Sign-up sheet in e-class)</p> <p><u>Outcome:</u> -presentation in the first part of class -2page summary</p>	<p>You will work on your own (some may have a pair) to present the weekly community planning topic (as described in the Table of Modules). Your role is one of: Student Community Planning Facilitator(s).</p> <p>During a portion of the course you will work with another Community Planning Student Facilitator for a portion of the class time (i.e. either 12:30-1:45 or 2:15-3:20). You will help us (the class) to inquire into the weekly topic. Using inquiry-based, presentation, and interactive teaching and learning approaches, you will use key articles and other learning content provided. You can add to the existing content if you wish but this is not required. A power point presentation is acceptable but also not required.</p> <p>I HIGHLY RECCOMEND YOU TALK TO ME THE WEEK PRIOR to discuss the content you will use and some ideas for facilitating learning in class so I know how we can divide the content for the class.</p> <p>As a team, you will submit a 2 page (1.5 space, 12 font) summary of the topic. Submit this by Sunday at 12 midnight.</p>	<p>Wednesday in class</p> <p><u>Evaluation Criteria</u></p> <p>Facilitate and foster in-depth student learning</p> <p>Presentation skills</p> <p>Creativity</p> <p>Ability to provoke high-level/ deep questions and implications of the topic for community planning and engagement.</p>	25%

	<p>Individually, you will submit to me one paragraph describing the process your experienced working as a team-as you will receive the same mark /25.</p> <p><u>Submit in e-class.</u></p> <p>NOTE: All students are expected to come to class <u>prepared, having read the content for that class before the class so you are prepared to be an active team member is the discussion. Some films will be shown in class.</u></p>	<p>Submit this by Sunday at 12 midnight.</p> <p>Submit this by Sunday at 12 midnight.</p>	
<p><u>Assignment C</u></p> <p><u>Individual</u> Attend a community consultation- at some time throughout the course-and write a reflective response</p> <p><u>Outcome</u> -attend a community consultation/input event; - write a 1.5 page reflective response paper</p>	<p>Throughout the term, there will be a number of community consultations occurring in Edmonton and in locations nearby-even at the University.</p> <p>The following Public Engagement Calendar from the City of Edmonton offers you a number of opportunities throughout the term: http://www.edmonton.ca/programs_services/public_engagement/public-engagement-calendar.aspx</p> <p>Some other examples are:</p> <ul style="list-style-type: none"> - City of St. Albert, citizen input into the Social Master Plan - Attend a U of A meeting of an organized group that is consulting on a key issue, who are facilitating input from people. - "Car corridor no more? Edmonton wants your opinion on Jasperupgrades"http://www.metronews.ca/news/edmonton/2015/11/24/edmonton-kicks-off-jasper-redesign-consultation.html - City of Edmonton site for public involvement information: http://www.edmonton.ca/city_government/urban_planning_and_design/food-and-agriculture-public-involvement.aspx <p>Write a 2 page reflective "Response Paper" responding to the following questions: (1.5 space, 12 font)</p> <ul style="list-style-type: none"> - What was the nature of the consultation/engagement event? - How was the consultation/engagement event organized i.e. what was the process of consultation/input used? - In your view, was the process that was used effective? Why? Use some evidence from our course content for your rationale. <p><u>Submit in e-class.</u></p>	<p>Due last day of class. (Dec. 7, 2016)</p>	<p>20%</p>

<p><u>Assignment D</u></p> <p><u>Individual</u></p> <p>Final essay on a topic relevant to community planning and engagement- Please talk to me about your topic.</p>	<p>Final Essay: Topic of your choice re. community planning and engagement (Please clear this with me first)</p> <p>Requirements:</p> <ul style="list-style-type: none"> - 6-8 pages -1.5 spacing - 12 font Times New Roman - title page - References- use 8-10 academic, peer reviewed journal articles, presented in APA style. - you may also use grey literature to complement your academic sources but academic, peer reviewed material is priority. - use of subtitles is acceptable - I welcome you to give me an outline of your paper and I will be happy to give your feedback on it. - formal essay writing style and presentation is required <p>Guidelines for Essay Writing: http://www.historyandclassics.ualberta.ca/en/People/Faculty/ColemanHeather/Guidelines for Essay Writing.aspx</p> <p>I highly recommend use of the resources at the Writing Centre and to have someone else proof read your paper.</p> <p><u>Submit in e-class.</u></p> <p>* See "Criteria used for marking all written assignments" in this Syllabus</p>	Dec. 14, 2016	30%
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THE USE OF E CLASS IN THIS COURSE

There is an E-class component to this face to face course. It is being used for the following ways:

Other Quality Course Resources

- to add some kind of information re. the course- contribution to the resource collection- to add a reading etc. for that topic.
- all of us can and will be adding to this list

Signup sheet

- to sign up for the weekly presentations (Assignment B)

Holding place:

- to place the syllabus and other relevant documents including course content

News and Announcements

- any news and/or announcements I need to make. This will appear in your email as well.

Midterm Evaluation of the Course

- anonymous comments from you about how you think the course is going-I will tell you the dates this is "open" in e-class or we may do this in class.

Module Readings

- I may add new Readings throughout the course and may place it there in a pdf. version or make the www link available to you there.

Grade book:

- the grade book will be used to place your grades on a ongoing basis but, final grades come from the EAS Department and will eventually appear in Bear Tracks.

Student location for Discussion

You are welcome to communicate with one another there. I will not be marking anything in the discussion section. I may pop in there every now and then.

PROFESSIONAL PLANNING ACCREDITATION REQUIREMENTS

For students enrolled in HGP 315, this course contributes to the development of knowledge, skills, and ethics identified by Canadian Institute of Planners (CIP) as necessary components for practice as a professional planner. This course fulfills CIP's Criteria for Accreditation:

(i) Knowledge Components:

- History and Principles of Community Planning Processes and Practices
- Legislative, Legal, Political & Administrative Aspects of Planning & Policy Implementation
- Methods of Policy Implementation and Planning
- Environmental and Ecological Aspects of Planning
- Roles and Responsibilities of Planners

(ii) Skills Components:

- Problem Identification, Research Skills, Data Gathering
- Analytical Skills
- Written, Oral and Communication Skills
- Collaborative Problem Solving Skills
- Synthesis and Application of Knowledge to Practice

STUDENT RESPONSIBILITIES:

Academic Integrity:

Plagiarism, Cheating, Misrepresentation of Facts and Participation in an Offence

Plagiarism, cheating, misrepresentation of facts and participation in an offence are viewed as serious academic offences by the University and by the GFC CLRC. Sanctions for such offences range from a reprimand to suspension or expulsion from the University.

GFC CLRC believes that students should be told, at the beginning of each term, how the University defines plagiarism and cheating, what constitutes misrepresentation of facts and participation in an offence -- and what the sanctions are. In particular, awareness of the latter offence may help students resist pressure from other students to assist them in acts of academic dishonesty. We would also like to ensure that all instructors know what they must do when they encounter instances where they believe plagiarism, cheating, misrepresentation of facts or participation in an offence might have occurred.

The "Don't Cheatsheet" is available on the University Governance website at:

<http://www.governance.ualberta.ca/> From the drop down menu click on Student Appeals and navigate to the Don't Cheatsheet.

To assist you, help is available at:

- Student Success Centre: <http://www.studentsuccess.ualberta.ca/>
- Centre for Writers: <http://c4w.ualberta.ca/>

Recording of Lectures/Presentations/Discussions in class: “Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.”

Cell Phones: Cell phones are to be turned off during class.

Students with disabilities: Students who require accommodation in this course due to a disability are advised to discuss their needs with Specialized Support & Disability Services (2-800 Students' Union Building).

Academic Support Centre: Students who require additional help in developing strategies for better time management, study skills or examination skills should contact the Student Success Centre (2-300 Students' Union Building). *You might want to list additional resources specific to your course – for example, the new Math&Stats Help Centre).*

Policy about course outlines can be found in section 23.4(2) of the University Calendar.

Attending Class

Be aware that absences from class is serious. This course “Community Planning and Engagement” is being treated as if we are a community of colleagues who are teaching and learning and inquiring, with one another, into the notion of community planning. Our community deserves the respect and contribution of your participation.

Late assignments:

Late assignments will be penalized at the rate of *10% per day (including weekends)*. Extensions may be granted in extenuating circumstances.

Missed Assignment

A student who cannot complete one of the course assignments due to incapacitating illness, severe domestic affliction, or other compelling reason should contact the instructor via e-mail as soon as possible. Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a referral is a serious breach of the *Code of Student Behaviour*.

Grade Evaluation

All assignments in this course will be given a numerical weighting. A cumulative course mark /100 will be calculated from the eight of each assignment. A final letter grade will be assigned based upon the table below.

We will use the following conversion for % to a letter grade.

Percentage	Letter Grade	Grade Point Value
90-100	A+	4.0
86-89	A	4.0
82-85	A-	3.7
78-81	B+	3.3
74-77	B	3.0
70-73	B-	2.7
66-69	C+	2.3
62-65	C	2.0
58-61	C-	1.7
54-57	D+	1.3
50-53	D	1.0
0-49	F	0.0

CRITERIA USED FOR MARKING ALL WRITTEN ASSIGNMENTS

Criteria used for marking all written assignments (Katchur, 2015)

A+ to A-	B+ to B	B- to C+	C to F
STYLE ✓ demonstrates strong evidence of maturity and clarity of organization and presentation ✓ insightful/creative	STYLE ✓ demonstrates evidence of clarity of organization and presentation ✓ solid/effective	STYLE ✓ organized ✓ a major weakness evident: structure/research/composition	STYLE ✓ lacks clarity and direction in exposition ✓ major weaknesses evident: structure/research/composition ✓ effort or understanding lacking
INTRODUCTION ✓ introduction creatively sets up topic, thesis and argument ✓ thesis statement	INTRODUCTION ✓ introduction sets up topic, thesis and argument ✓ thesis statement	INTRODUCTION ✓ has an introduction but is too general or short ✓ no thesis statement: implied in the conclusion	INTRODUCTION ✓ has weak or no introduction ✓ no thesis statement
THESIS ✓ original ✓ offers accurate interpretations and criticisms to establish a unique point of view ✓ demonstrates through analysis the superiority of the interpretation over others ✓ grasps complexity of the debate	THESIS ✓ clearly stated ✓ establishes a point of view that accounts for the superiority of an interpretation over another ✓ analysis clearly present ✓ grasps complexity of the debate	THESIS ✓ weak, ambiguous, implied ✓ establishes a point of view based on the facts ✓ tends toward generalization ✓ discussion and analysis weak ✓ debate narrowly conceived in either/or term	THESIS ✓ absent ✓ fails to link thesis to key points or evidence ✓ fails to establish a consistent point of view ✓ catalogues the facts ✓ misses crucial facts ✓ lacks analysis ✓ misses the debate

<p>BACKGROUND</p> <ul style="list-style-type: none"> √ contextual issues provided √ focus on specific topic remains priority 	<p>BACKGROUND</p> <ul style="list-style-type: none"> √ contextual issues provided √ specific focus somewhat weakened 	<p>BACKGROUND</p> <ul style="list-style-type: none"> √ too much effort spent on the context issues √ specific focus is lost √ topic too general 	<p>BACKGROUND</p> <ul style="list-style-type: none"> √ inadequately develops the contextual issues √ informational basis for the topic is weak
<p>RESEARCH/EVIDENCE</p> <ul style="list-style-type: none"> √ dense and detailed √ contains crucial and current sources √ sources based on scholarly research √ a full range of old and new research √ interrogates source information critically √ displays pro and con evidence to reinforce specific points 	<p>RESEARCH/EVIDENCE</p> <ul style="list-style-type: none"> √ contains appropriate and detailed information central to the thesis √ displays a range of scholarly research √ sources based on scholarly research √ sources treated as unproblematic √ citations clear √ evidence consistently reinforces points 	<p>RESEARCH/EVIDENCE</p> <ul style="list-style-type: none"> √ contains appropriate information central to thesis statement √ limited range of scholarly research √ not enough sources based on scholarly research √ requires more sources √ citation anomalies √ evidence used to reinforce specific points √ some evidence is too general or superficial 	<p>RESEARCH/EVIDENCE</p> <ul style="list-style-type: none"> √ contains inadequate or irrelevant information √ little evidence of scholarly research √ fails to link evidence to thesis √ shows lack of effort √ superficial evidence √ sources unidentified √ weak or little evidence to support claims
<p>ARGUMENT:</p> <ul style="list-style-type: none"> √ displays pro and con arguments that challenge <i>and</i> support thesis √ always connects detailed sources, examples and/or statistics to the argument √ juxtaposes social theories 	<p>ARGUMENT:</p> <ul style="list-style-type: none"> √ uses sources, examples and/or statistics √ pro and con arguments not adequately developed √ connects detailed sources, examples and/or statistics to the argument √ uses social theory 	<p>ARGUMENT:</p> <ul style="list-style-type: none"> √ little con argument or evidence √ rarely links sources, examples and/or statistics to the argument √ superficial use social theory 	<p>ARGUMENT:</p> <ul style="list-style-type: none"> √ fails to make a case √ too much opinion; too few supporting facts √ no clear connection or usage of detailed sources, examples and/or statistics to supports argument √ social theory absent
<p>CONCLUSION:</p> <ul style="list-style-type: none"> √ insightful and logical conclusion based on a summary of key points √ superior closure 	<p>CONCLUSION:</p> <ul style="list-style-type: none"> √ logical conclusion based on a summary of key points √ successful closure 	<p>CONCLUSION:</p> <ul style="list-style-type: none"> √ conclusion evident √ lacks summary of key points √ weak closure 	<p>CONCLUSION:</p> <ul style="list-style-type: none"> √ lacks conclusion √ lacks logical ending √ thesis remains

			unclear
BACK TO BASICS? √ rare compositional errors √ pleasure to read	BACK TO BASICS? √ few compositional errors √ smooth ride	BACK TO BASICS? √ minor compositional errors √ review required	BACK TO BASICS? √ composition problems √ bibliography crisis √ remediation needed

Additional References and Resources:

Centre for Public Involvement (University of Alberta, Faculty of Extension):

<http://centreforpublicinvolvement.com>

Oldenburg, R. (1999) *The Great Good Place: Cafes, Coffee Shops, Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community*. Da Capo Press; Third Edition.

INVOLVE <http://www.invo.org.uk/>

The City of Edmonton: Building Great Neighbourhoods

http://www.edmonton.ca/residential_neighbourhoods/building-great-neighbourhoods.aspx

Video:

http://www.edmonton.ca/residential_neighbourhoods/Videos/BuildingGreatNeighbourhoodsPart1Overview.mp4

CURB Magazine <http://crsc.ualberta.ca/CurbMagazine.aspx>

The Edmonton Social Planning Council <http://www.edmontonsocialplanning.ca>

Coady International Institute <http://coady.stfx.ca>

International Association of Public Practitioners <http://www.iap2.org>

Centre for Urban Health Solutions: <http://www.stmichaelshospital.com/crich/impact-stories/our-new-name-centre-for-urban-health-solutions/>

Disclaimer:

Any typographical errors in this Course Outline are subject to change and will be announced in class.

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