CEC32: Community Development Process

Introduction and Assignments
Semester 2, 2014

Centre for Vocational and Continuing Education
The University of the South Pacific
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### Calendar for semester 2, 2014

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<th>Dates</th>
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<tr>
<td><strong>Beginning of semester 2</strong></td>
<td></td>
</tr>
<tr>
<td>Lauca, Emalus and Alafua campus students - Final day for withdrawal with remission of tuition fees for semester 2 courses is 1 August 2014</td>
<td>Week 1 21–25 July</td>
</tr>
<tr>
<td></td>
<td>Week 2 28 July–1 August</td>
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<td></td>
<td>Week 3 4–8 August</td>
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<td></td>
<td>Week 4 11–15 August</td>
</tr>
<tr>
<td>Other USP Campuses students: Final day for official withdrawal with remission of tuition fees for semester 2 courses* 29 August 2014</td>
<td>Week 5 18–22 August</td>
</tr>
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<td></td>
<td>Week 6 25–29 August</td>
</tr>
<tr>
<td></td>
<td>Week 7 1–5 September</td>
</tr>
<tr>
<td><strong>Mid-semesters break</strong></td>
<td>6–14 September</td>
</tr>
<tr>
<td>Final day for official withdrawal without remission of tuition fees for semester 2 courses is 26 September 2014</td>
<td>Week 8 15–19 September</td>
</tr>
<tr>
<td></td>
<td>Week 9 22–26 September</td>
</tr>
<tr>
<td></td>
<td>Week 10 29 September–3 October</td>
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<td></td>
<td>Week 11 6–10 October</td>
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<td></td>
<td>Week 12 13–17 October</td>
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<tr>
<td></td>
<td>Week 13 20–24 October</td>
</tr>
<tr>
<td></td>
<td>Week 14 27–31 October</td>
</tr>
<tr>
<td><strong>Study break</strong></td>
<td>1–9 November</td>
</tr>
<tr>
<td><strong>Examinations</strong></td>
<td>10–14 November</td>
</tr>
<tr>
<td><strong>Examinations</strong></td>
<td>17–21 November</td>
</tr>
</tbody>
</table>

* If you are considering withdrawal from your course, contact your lecturer, local USP Campus or Centre first to see if they can help.
Hello and Welcome to CEC32: Basic Concepts of Community Development.

My name is Aminiasi Driu and I am your coordinator for this course. I come from Namuka, Macuata in Vanualevu, Fiji. I hold a Bachelor of Agriculture (BAgr) degree, Diploma in Tropical Agriculture, (DTA) and Secondary Teachers Teaching Certificate (STTC) from the University of the South Pacific, Fiji College of Agriculture and Fiji College of Advance Education respectfully.

Prior to joining the University of the South Pacific in 2014, I taught for fifteen years at various secondary schools in Fiji, holding positions such as Head of Agriculture Science. I also served at the Secretariat of the Pacific Community/Community Education Training Centre for eight years as Instructor in Community Development Study and Integrated Agriculture.

My main interests are in the areas of community development, community facilitator training, agriculture skills training and educational curriculum development.

I hope that you enjoy and learn from your experiences in this course.

If you have any questions or concerns, feel free to contact the Centre for Vocational and Continuing Education in one of the following ways:

Room: Centre for Vocational and Continuing Education, Statham Campus, Suva, Fiji

Email: aminiasi.driu@usp.ac.fj

Tel: +679 323 1226

Address: Course Coordinator, CEC32, Centre for Vocational and Continuing Education, USP Statham ICT Park, Building 202, Vatuwaqa, Suva, Fiji
Welcome to CEC32 *Community Development Process.*

In this course we move from the concept of Community Development to the various **processes** and **skills** required to enable and facilitate effective community development. These processes and skills allow us to determine what kind of development we want for our community, and empower us to take charge of these developments and make them happen the way we decide.

**Learning outcomes**

After completing this course you should be able to:

- Interpret the importance of situational analysis as a basis for choosing a community development project.
- Acquire communication, advocacy, mobilizing, reporting and decision making skills through the implementation of a community development project.
- Demonstrate good leadership behaviours and strategies as part of the qualities for an effective community leader.
- Apply knowledge on conflict management through case study.
Your learning materials

You should have already received the following materials a week before semester starts:

1. The Introduction and Assignments book, which you are reading now
2. Course Book

Contact your USP Campus or Centre immediately if you are missing any of the materials mentioned above.

There are no prescribed textbook for this course.
Your learning support

Local tutorials
To assist you with your studies, regular face-to-face sessions may be held with a tutor. You should check with your Campus or Centre at the start of semester to see if face-to-face tutorials will be held for your course.

Study groups
Most people find it easier to study in a group or with a friend, at least for part of the time. Working with others helps to motivate us. It provides a shared goal and reduces feelings of isolation or boredom. Your local Campus or Centre will be able to put you in touch with students doing this course and may help you get organised.

Library services
Making good use of the library and its resources is vital for you to be a successful student. Learn about library support and services and the importance of information literacy at your Campus or Centre library.

Student Learning Support (SLS)
SLS supports you through e-mentoring which is giving you learning tips and advice through email.

You can email SLS at the following addresses:
Faculty of Arts, Law and Education: falesls@usp.ac.fj
Faculty of Science, Technology and Environment: fstetutorsupport@usp.ac.fj
Faculty of Business and Economics: fbe_sls@usp.ac.fj

Your REACT session
Apart from local tutorials, USP uses a system known as REACT which allows you to hear and see your course coordinator or tutor as well as your fellow students who are located in the various campuses in the USP region. You may get presentations and notes in addition to your scheduled session. These are commonly known as satellite tutorials. You are encouraged to attend the scheduled sessions in the weeks shown in your study schedule.

Here are some suggestions for getting the most out of these REACT sessions:

1. Note that before your REACT tutorial session begins your tutorial group will be advised as to who all the participants are (regional and on-campus). Try to note down names of your colleagues and which Campuses or Centres they are listening from.

2. Speak slowly and pronounce your words clearly so that your colleagues can understand what you are saying.

3. Be courteous and try to maintain a polite tone of voice.

4. When you want to address your tutorial group, press the "speak button", and aim to maintain a 6-inch distance between your mouth and the microphone whilst speaking. Please note that you may be using two different types of microphones as shown on the next page.
5. If you have questions or comments to communicate during your tutorial session you can do so by speaking to a microphone or through the chat tool in REACT.

6. Try not to "steal the show". Remember that each of you will have important points to add to discussions.

*Contact your local USP Campus or Centre for further information on using the REACT facilities.*

**Online learning**

Moodle is USP’s learning management system and will be used in this course to support your learning.
How to login to Moodle

If your course has a Moodle component, the instructions below will help you access the system.

You will need a computer connected to the Internet. The computer must have a Web browser such as Internet Explorer or Firefox. Such a computer should be available at your USP Campus (if you don’t already have one at home or work). You will also be given a username and password by your local USP Campus.

Step 1: Accessing Moodle
- Open your browser: Internet Explorer, Firefox, or other.
  Type in the following at the address bar: http://elearn.usp.ac.fj/
- Press Enter.
- Alternatively, you can go to the USP website: http://www.usp.ac.fj/ and use the Quick Links drop down menu to the left of the page and select Online Learning (Moodle).

Step 2: Username and password
- You will come to a Login screen.
  Type your student number in the Username box.
- Type your student email (webmail) password in the Password box.
- Click Login.

Step 3: Accessing your course
- You should now see a list of your courses. Click the Course Code and Title of the course that you are enrolled in to enter. For example:

Lost or forgotten password
Contact your local ITS student Helpdesk or email: moodlehelp@usp.ac.fj
## Study schedule

### Planning your work

To help you keep up with the course, we suggest you allocate at least 2 hours a day to study. Plan your time using this study schedule.

<table>
<thead>
<tr>
<th>Week no. and date</th>
<th>Unit</th>
<th>Assignments and tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;21 – 25 July</td>
<td>Introduction to the Course</td>
<td>Satellite Tutorial (Venue 2) : Tuesday 22nd July 10am-11am (Fiji time)</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;28 July –1 August</td>
<td>Unit 1: Basic Planning and Scoping skills</td>
<td>Satellite Tutorial (Venue 2) : Tuesday 5th August 10am-11am (Fiji time)</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;4 –8 August</td>
<td>Assignment 1 due: Friday 15 August</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;11 – 15 August</td>
<td>Unit 2: Communication, advocacy, mobilizing and reporting skills</td>
<td>Satellite Tutorial (Venue 2) : Tuesday 19th August 10am-11am (Fiji time)</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;18 –22 August</td>
<td>Assignment 2 due: Thursday 29 August</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;25 – 29 August</td>
<td>Satellite Tutorial (Venue 2) : Tuesday 2nd September 10am-11am (Fiji time)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong>&lt;br&gt;1 – 5 September</td>
<td>MID-SEMESTER BREAK</td>
<td></td>
</tr>
<tr>
<td>6 – 14 September</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 8</strong>&lt;br&gt;15–19 September</td>
<td>Unit 3: Leadership and decision – making skills</td>
<td>Satellite Tutorial (Venue 2) : Tuesday 16th September 10am-11am (Fiji time)</td>
</tr>
<tr>
<td><strong>Week 9</strong>&lt;br&gt;22 –26 September</td>
<td>Satellite Tutorial (Venue 2) : Tuesday 30th September 10am-11am (Fiji time)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 10</strong>&lt;br&gt;29 Sept –3 Oct</td>
<td>Assignment 3 due: Friday 10 October</td>
<td></td>
</tr>
<tr>
<td><strong>Week 11</strong>&lt;br&gt;6 –10 October</td>
<td>Unit 4: Managing and resolving conflict</td>
<td>Satellite Tutorial (Venue 2) : Tuesday 14th October 10am-11am (Fiji time)</td>
</tr>
<tr>
<td><strong>Week 12</strong>&lt;br&gt;13–17 October</td>
<td>Assignment 4 due: Friday 24 October</td>
<td></td>
</tr>
<tr>
<td><strong>Week 13</strong>&lt;br&gt;20 –24 October</td>
<td>Satellite Tutorial (Venue 2) : Tuesday 28th October 10am-11am (Fiji time)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 14</strong>&lt;br&gt;27–31 October</td>
<td>STUDY BREAK</td>
<td></td>
</tr>
<tr>
<td><strong>Week 15</strong>&lt;br&gt;1–9 November</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 16 &amp; 17&lt;br&gt;10 –21 November</td>
<td>Check with your USP Campus or Centre for the exact time and date of your examination.</td>
<td></td>
</tr>
</tbody>
</table>

*Fiji dates and times (GMT + 12hours)*

**Note:** All Satellite tutorials will be held at Venue 2.
Assessment overview

This course is assessed in two ways:
Continuous assessment 100%

Continuous assessment

Continuous assessment makes up 100% of the final score and includes three assignments. It is weighted in the following way:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Community Profile</td>
<td>40%</td>
</tr>
<tr>
<td>Assignment 2: Presentation Plan</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 3: Project Proposal</td>
<td>40%</td>
</tr>
<tr>
<td>Assignment 4: Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Total value</td>
<td>100%</td>
</tr>
</tbody>
</table>
Grading Systems

a) The following grading system will be used by all faculties in awarding final grades for academic performance in a course:

### Pass Grades

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage (%)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>85+</td>
<td>Pass with Distinction</td>
</tr>
<tr>
<td>A</td>
<td>78 – 84</td>
<td>Pass with Distinction</td>
</tr>
<tr>
<td>B+</td>
<td>71 – 77</td>
<td>Pass with Credit</td>
</tr>
<tr>
<td>B</td>
<td>64 – 70</td>
<td>Pass with Credit</td>
</tr>
<tr>
<td>C+</td>
<td>57 – 63</td>
<td>Pass</td>
</tr>
<tr>
<td>C</td>
<td>50 – 56</td>
<td>Pass</td>
</tr>
</tbody>
</table>

### Other Pass Grades

- R: Restricted Pass
- Aeg: Aegrotat Pass
- Comp: Compassionate
- Pas: Pass or Competent
- S: Satisfactory

**Note:** Pas and S are used in circumstances where graded passes are inappropriate such as in postgraduate thesis and Professional Diploma in Legal Practice.

### Fail Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage (%)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>40 – 49</td>
<td>Work below the standard required for a pass</td>
</tr>
<tr>
<td>E</td>
<td>40 (Less than)</td>
<td>Very weak performance or failure to complete to the satisfaction of the examiner such as practical, field or other work as may be prescribed</td>
</tr>
<tr>
<td>NC</td>
<td></td>
<td>Not completed</td>
</tr>
<tr>
<td>NV</td>
<td></td>
<td>Null and Void: This is awarded for plagiarism or dishonest practice</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Fail</td>
<td></td>
<td>Not Competent</td>
</tr>
</tbody>
</table>

**Note:** Fail and U correspond with Pass and S above respectively.

### Provisional Results:

- I: Incomplete
- IP: In progress
b) Students shall be awarded an Aegrotat or Compassionate Pass if they satisfy the conditions prescribed in Clauses 5.3 or 5.4 of these Regulations respectively.

c) Students may be awarded a Restricted Pass if they satisfy the conditions prescribed in Regulation 7.

d) Students who have been granted an extension of time past the last day of lectures to complete work required for the final assessment of their course shall be awarded the provisional grade of I (Incomplete) for an undergraduate or postgraduate course assessed by coursework, or IP (In progress) for a Supervised Research Project or thesis for a Master’s degree or a thesis for a PhD degree. At the end of the period of extension the School or Department Assessment Meeting shall determine a final grade.

e) Students who have not submitted their master’s or PhD thesis or Supervised Research Project by the end of the maximum period of candidature prescribed in the regulations shall be awarded the grade of NC (Not completed).

[Extracted from 2013 Handbook & Calendar, pp 449-450]
Submission of assignments

Moodle

All students in Laucala campuses must submit all assignments online through the CEC32 Moodle page by the dates given in the study schedule or on Moodle. Please upload your assignments in the correct assignment drop box provided on your Moodle course page.

All assignments submitted through the CEC32 Moodle Page Assignment Drop Boxes and it will go through ‘Turnitin’ a web based tool that checks the originality of written work.

This tool helps to prevent Plagiarism.

When you upload your assignments into the Moodle Drop Box you will see this notice:

"I confirm that this submission is my own work and I accept all responsibility for any copyright infringement that may occur as a result of this submission. All files uploaded will be submitted to the plagiarism detection service Turnitin.com"

You are encouraged and are allowed to submit draft copies of your written work to check the originality of your work. If your work is more than 20% on the 'Similarity Index' then you should re-write the work and re-submit for final marking.

Hard copy (Regional Campus)

Regional Students are allowed to submit hard copies if you are having issues with submitting on Moodle. Assignments to be handed in by the dates given on the study schedule in correct order. Address the envelope to the Course Coordinator. You should fill out a yellow assignment cover form which you collect from Student Academic Services (SAS). If you do not have assignment covers, contact your USP Campus.

It is very important that you keep to the study schedule and complete the assignments so that you get regular feedback on your progress through this course.

Correct labelling of assignments

Please be very careful to correctly label your assignments. On each assignment cover or e-copy file that you send in or upload for marking, you should write or type:

- the full name you used to enrol in this course;
- your student identification number;
- the correct course code and title; and
- the assignment number.

Correct labelling will help ensure that the marker receives your assignment on time, and that you get the credit for the work that you do. If your marker receives
one of your assignments late because you did not label it correctly, you may lose marks.

Late assignments

If you expect to be over two weeks late in submitting an assignment, write to your course coordinator. You should explain why you are late and suggest a revised schedule that will allow you to complete the remaining assignments on time.

Your course coordinator may mark a late assignment if there is a good reason for its delay. In deciding whether to mark late assignments, your course coordinator will give greater consideration to students in remote areas with little or no access to their USP Campus, Centre or tutorial help.

USP reserves the right to decide whether or not to mark late assignments. It is in your interest to send in your assignments on time. The assignment schedule gives your course coordinator time to provide you with regular feedback on your progress, before it is too late for you to use this information constructively in your studies.

Your course coordinator will not mark any assignment received after the final examination.
Plagiarism

Plagiarism is the copying of another person’s creative work and using it as one’s own – without explicitly giving credit to the original creator. Work copied without acknowledgement from a book, from another student’s work, from the internet or from any other source is plagiarism. Plagiarism includes the following:

a) Copying of the published or unpublished words of another writer without acknowledging the source using acceptable reference citation methods. Thus, to; ‘cut and paste’ from internet sources or ‘lift’ sentences, ideas and sections from a textual source qualifies as plagiarism.

b) Lifting or cutting and pasting extracts without quotation marks or appropriate acknowledgement of sources.

c) Paraphrasing of content and ideas without proper acknowledgement of the source.

d) The use of images, diagrams, photographs and material from blogs and social networks, without acknowledgement.

e) Copying part or all, of another student’s assignment. In this instance, ‘student assignment’ refers to a piece of academic work submitted for assessment purposes for any course, in past or current years at any educational institutional including USP or any other university.

i) Collusion
Collusion means working with someone else to deceive or mislead to gain an unfair academic advantage. It includes;
   a) Submission of a paper that has been written by an author other than the author credited for that piece of writing. This includes the use of paid services of a student, or any other person that has been solicited for that purpose.
   b) Facilitating or enabling another student to plagiarise in any way.

ii) Cheating
Cheating involves acting in any way that directly contradicts the explicit rules and guiding principles of that form of assessment. It applies in any form of examination including short tests, quizzes and final examinations.

Cheating includes (inter alia):
   a) Doing anything to gain an unfair or illicit academic advantage in an examination;
   b) Possessing, referring to or having access to any material, or to access the internet ‘crib’ notes or device containing information directly or indirectly related to the subject matter under examination other than what is explicitly approved for examination purposes;
   c) Using a cell phone to communicate with any other student or person inside or outside the examination venue;
   d) Copying from another student in a test or examination; enabling another student to cheat in a test or examination;
e) Soliciting a person to sit a test or final examination in place of the student enrolled; sitting a test or final examination in the place of another student;
f) Manipulation of scores in tests or examination or in any other form of assessment; and

g) Enabling another student in any or a combination of any of the above.

[Extracted from 2013 Handbook & Calendar, pp 457-458]
Assignment 1: (Community profile)

Due date: 15 August, 2014 (end of week 4)
Value: 40% of your final grade
Length: About 1 and a half pages

Learning outcomes:
At the end of this assignment you should be able to:

- Interpret the importance of situational analysis as a basis for choosing a community development project.

Instructions:
You will need the following materials to create your community profile.
- You will need mini disc recorders, notebook and pen

The Community profile is done in an interview process with those very familiar with the community situation. This may include the elders, in order to provide information regarding the community on the historical background, social structure, socio-economic status, role of individuals, village rules, development activities and needs of the community.

Community profile is basic information to learn and know about the community in terms of its physical welfare, socio-economic conditions, culture, traditions and social organization structures.

Question
Create a general profile of your local community. The profile should be 350 to 700 words in length. In the profile, describe the following:

- Type of people who live in the community;
- Type of work the residents do;
- How and where members of the community interact such as festivals, grocery stores, community events;
- Address the following questions in the profile:
  - How would you describe the responsibilities of the individuals to the community?
  - What are the community’s responsibilities to the individuals?
  - As a member of this community, what do you think it means to be socially responsible?

Procedures:
1. Give a brief and clear introduction about the interview process.
2. Let the interviewees read and know the questions before the interview.
3. Take note of the responses to each of the questions.
4. Use the interview questions on the following page.
5. Thank them for their time at the end of the interview.
Interview Questions

1. What does the name of the village mean and does it have any historical meaning?

2. Was this the original site of the village or was there any relocation done before this site? If so then why was this village being relocated?

3. Briefly explain the social structure of the settlement to show the roles and responsibilities of each group/household/clan? (This can be done in the form of social structure diagram shown in CEC31: Basic Concepts of Community Development. In case there is no structured community social network that exists in a community, a communication network diagram is good enough to show how information are relayed to people in the community and how people are mobilized if there is an important event that needs to be attended to by members of the community.

4. What developments have been done in this village for the past 5 to 10 years by the villagers?

5. Has there been any development work done in this settlement by outside sources such as government, organizations, individuals etc?

6. What are the different denominations present in the village?

7. What is the current population of this village and what is the trend of population changes in the past 10 to 15 years?

8. What other form of employment and sources of income that are carried out by the village members (for example, those that are working in urban centers) and the professional skills they have?

9. Has there been similar surveys and training as this done in this community. If so, what was the survey and training about?
Community Profile Template

Title Page

Table of Contents

List of Acronyms

Introduction: include in the Introduction - the purpose of the Profile; the nature of the community (i.e. geographic community, community of interest or ethnicity, a virtual community etc);

Acknowledgements: briefly thank and name people and organisations that have participated or assisted in any way with the production of the profile.

Methodology: briefly outline the methodologies that you used to gather the information for the Profile.

Main Body of the Report: In this section discuss the information gathered around the key elements of the profile e.g. history of the issue or settlement, population data, economic characteristics, environmental characteristics (geographical or virtual), community networks or related virtual links, ICTs used by the community, social and related services, cultural characteristics, social and political characteristics etc.

Conclusion: provide a brief summary and explain how the profile will be used in the community development process.

Reference List

Appendices
## Community Profile Marking Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>31 - 40 Marks</th>
<th>25 – 30 Marks</th>
<th>20 - 24 Marks</th>
<th>Below 20 Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content: Main Ideas and information</strong></td>
<td>Clear and effective communication of the nature and type of community, all the relevant elements of the community and how the community profile will be used in the community development process.</td>
<td>Clear and effective communication of the nature and type of community, most of the relevant elements of the community and how the community profile will be used in the community development process.</td>
<td>Communication of the nature and type of community, some of the relevant elements of the community and how the community profile will be used in the community development process.</td>
<td>No relevant ideas communicated of the nature and type of community, or elements of the community or how the community profile will be used in the community development process.</td>
</tr>
<tr>
<td><strong>Language, (grammar) and clarity</strong></td>
<td>Writing shows clear, correct and skilful use of language and grammar that rarely impedes comprehension of information.</td>
<td>Writing shows clear and correct use of language and grammar that occasionally impedes comprehension of information.</td>
<td>Writing shows grammatical errors that frequently impedes comprehension of information.</td>
<td>Writing shows grammatical errors that impeded comprehension of information.</td>
</tr>
<tr>
<td><strong>Organization and style: coherence of the writing e.g. format; ordering of ideas; flow and transitions</strong></td>
<td>Logically and coherently organized in a sequential manner with effective use of transitions. Uses the appropriate style.</td>
<td>Some evidence of logical organization, sequence of ideas and transition. Some use of the appropriate style.</td>
<td>Minimal evidence of logical organization, sequence of ideas and transition.</td>
<td>No logical organisation, sequence of ideas and transition.</td>
</tr>
<tr>
<td><strong>Referencing and documentation</strong></td>
<td>Uses a variety of sources with consistent use of referencing style.</td>
<td>Uses relevant sources with consistent use of referencing style.</td>
<td>Limited use of relevant sources with inconsistent use of referencing style.</td>
<td>No use of relevant sources and no referencing style.</td>
</tr>
</tbody>
</table>
Assignment 2: (Presentation Plan)

Due date: **29 August, 2014 (Week 6)**
Value: **5% of your final grade**
Length: **About 1 and a half page**

**Learning outcomes:**
At the end of this assignment you should be able to:

- Acquire communication, advocacy, mobilizing, reporting and decision making skills through the implementation of a community development project.

**Question**

Choose a small community or a household in your area.

Imagine that you are selected to make a presentation to your village leaders and fellow villagers about the disadvantages of cutting down the trees around the village boundaries to expand village agriculture. Instead of cutting down the trees and destroying the habitats that the forest offers the plants growing there and animals living there, persuade everyone to practise agro-forestry instead. This way the trees and other valuable bush plants will be saved while expanding village agriculture.

Plan how you are going to prepare and deliver the presentation.

Use the marking criteria as a guide to prepare your presentation.
## Marking Criteria

<table>
<thead>
<tr>
<th>Presentation Checklist (Place a tick after each statement)</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Does your introduction grab participant’s attention and explain your objectives?</td>
<td></td>
</tr>
<tr>
<td>Do you clearly define the points of the presentation?</td>
<td></td>
</tr>
<tr>
<td>Are the main points in logical sequence? Do they flow well?</td>
<td></td>
</tr>
<tr>
<td>Do the main points need support from visual aids?</td>
<td></td>
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<tr>
<td>Does your closing summarize the presentation clearly and concisely?</td>
<td></td>
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<tr>
<td>Is the conclusion strong?</td>
<td></td>
</tr>
<tr>
<td>Have you tied the conclusion to the introduction?</td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td></td>
</tr>
<tr>
<td>Are you knowledgeable about the topic covered in your presentation?</td>
<td></td>
</tr>
<tr>
<td>Do you have your notes in order?</td>
<td></td>
</tr>
<tr>
<td>Have you decided where and how you will present (indoors, outdoors, standing, sitting, etc.)?</td>
<td></td>
</tr>
<tr>
<td>Have you visited the presentation site?</td>
<td></td>
</tr>
<tr>
<td>Have you checked your visual aids to ensure they are working and you know how to use them?</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
</tr>
<tr>
<td>Are you dressed and groomed appropriately and keeping with the audience’s expectations?</td>
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<tr>
<td>Have you practiced your speech standing (or sitting, if applicable), paying close attention to your body language, even your posture, both of which will be assessed by the audience?</td>
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<tr>
<td>Visual Aids (if applicable)</td>
<td></td>
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<tr>
<td>Are the visual aids easy to read and easy to understand?</td>
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<tr>
<td>Are they tied into the points you are trying to communicate?</td>
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<tr>
<td>Can they be easily seen from all areas of the room?</td>
<td></td>
</tr>
</tbody>
</table>
Assignment 3: (Project proposal)

Due date: **9 October, 2014 (end of week 11)**
Value: **40% of your final grade**
Length: **About 1500 words**

<table>
<thead>
<tr>
<th>Learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of this assignment you should be able to:</td>
</tr>
<tr>
<td>➢ Demonstrate good leadership behaviours and strategies as part of the qualities for an effective community leader.</td>
</tr>
</tbody>
</table>

**Question**

Assume that your community has worked together to identify a number of needs. Through your needs identification process, you would have ranked or identified the **most important** needs to the **least important**. Imagine in your community, you have identified a priority need which is to **build a school kindergarten**.

1. Make a list of what is needed to build the school kindergarten.

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________________________________________________________________________
2. After you make the list, identify how your community can participate. Use this table for your list and add other members or groups of the community:

<table>
<thead>
<tr>
<th>What is needed</th>
<th>What can the community provide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
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</tbody>
</table>

3. With reference to the above information, write a proposal addressing the issue of building school kindergarten in your community.
As criteria, it is recommended that you follow the following project proposal format:

1. **Introduction**
   - Project title
   - Administrative body/individual in charge of the project
   - Previous experience

2. **Background of the project**
   - Need of the project
   - Its relation to national development

3. **Description of the project**
   - Aims and objectives
   - Resources
   - Participants
   - Accommodation, transport
   - Administrative considerations
   - Plans for the project appraisal
   - Plans for negotiating the project

4. **Project implementation**
   - Procedures for monitoring the project
   - Methods of evaluating the project

5. **Project programme**
   - Project-timetable/timeframe
   - Allocation of responsibilities

6. **Project budget**
   - Source of income
   - Proposed expenditure in detail
   - Local contribution (in monetary terms)

7. **Conclusion**
   Stress the important points of the project
Assignment 4: (Essay)

Due date: 24 October, 2014 (end of week 13)
Value: 15% of your final grade
Length: About 1000 words

Learning outcomes:
At the end of this assignment you should be able to:

➢ Apply knowledge on conflict management through case study.

Instructions
Write an essay in answer to the following question.

Question: Conflict Resolution

Imagine that you have made a presentation to your village leaders and fellow villagers about the disadvantages of cutting down trees around the village boundaries. The village leaders and fellow villagers disagreed with your presentation. According to them, cutting down trees and selling them is a source of income.

As a community development worker, write an essay on how you are going to resolve this disagreement.

Note:
1. Use the essay format for your answer (no bullet points).
2. If typed, use font size 12 and 1.5 spacing (if handwritten, provide margins and use ruled pages).
3. Provide a reference page and use in-text citation (or source citing) where necessary; where a table is used, provide a title and source.

(15 marks)
Writing your essay:

Your essay should be presented in sentence and paragraph form and contain the following sections:

**Introduction** (keep it brief)

Main areas you will discuss in your essay.

**Discussion**

Be very explicit and weave in examples to demonstrate your points. Justify your points.

**Conclusion**

Briefly sum up the most important points already used in the discussion. Do not introduce new ideas in this section.

**Submitting your essay**

You must attach the assessment marking criteria form to the front of your essay. This form shows the criteria on which you will be marked for the assignment, so be sure to examine it carefully.

Read also the section on submitting assignments earlier in this book for more information on labelling and submitting your assignments.

### MARKING CRITERIA

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>Clarity of points to be discussed in the essay.</td>
<td>2 marks</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td></td>
</tr>
<tr>
<td>Defining the disadvantages of cutting trees</td>
<td>2 marks</td>
</tr>
<tr>
<td>Explanation of the physical and social environment.</td>
<td>2 marks</td>
</tr>
<tr>
<td>Relevant examples provided</td>
<td>2 marks</td>
</tr>
<tr>
<td>Organization of the essay</td>
<td>2 marks</td>
</tr>
<tr>
<td>Grammar and spelling</td>
<td>2 marks</td>
</tr>
<tr>
<td>Sentence structure</td>
<td>1.5 marks</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
</tr>
<tr>
<td>Important points summarized</td>
<td>1 marks</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td></td>
</tr>
<tr>
<td>In-text referencing</td>
<td>0.5 marks</td>
</tr>
<tr>
<td>Reference List</td>
<td></td>
</tr>
</tbody>
</table>
How to acknowledge your sources

Essays must be in your own words. However, you may sometimes want to quote from your Course books or other readings. To acknowledge your quotes etc., use the Author-Date System, sometimes called the Harvard System.

Quotations

All quotes should be brief and must be acknowledged by including quotation marks. You must avoid at all costs joining together large passages of other people’s work with a few sentences of your own.

You must acknowledge the source of any quotation. Do not plagiarise the work. Failure to acknowledge the source quoted will result in your assignment not being marked.

The source of the quotation should always be given either in introducing the quotation or at the end of the quoted section; the author’s surname, the date of publication, and page references are generally needed. If this information is not contained in the body of the quote, it can be included in parentheses, either following the author’s name or at the end of the quotation.

For example:

Cognitive structure, referring to a person’s present state of knowledge, “consists of the facts, concepts, propositions, theories, and raw perceptual data that the learner has available to him at any point in time...” (Ausubel and Robinson, 1969, p.51).

OR

Ausubel and Robinson (1969, p.51) argue that cognitive structure, refers to a person’s present state of knowledge, “consists of the facts, concepts, propositions, theories, and raw perceptual data that the learner has available to him at any point in time...”

OR

In his 1946 study of school children in Sydney, James (p.89) indicated that “social and cultural deprivation” as a result of wartime conditions had resulted in poorer performance on his tests.

OR

This is so, argues Morine (1973), because “there is evidence that ‘variation’ of instruction activities is more effective than constant repetition of instructional activities” (p.153).

Citations and References

The citation should give the name of the author, year of publication, and page number (if relevant) in brackets, immediately following the passage in the essay.

For example:

... end of passage (Smith, 1993, p. 33)

Where a work has more than three authors or editors, all names should be cited in the first reference to it, but in the second and subsequent references, the name of the first author, followed by “et al.” is sufficient.
For example the first reference would be:
A second reference to the same work should be written as follows:
   (Mussen, et al, 1990, p.23)
Sometimes you will wish to refer to a source in a general way where you are not making a reference to any pages of the book or article. In such cases, just give the surname of the author and the date of publication.
For example:
   (Bee, 1992)
At the end of your essay or on a new page, you must list all books or articles which you quoted from, or referred to, in an alphabetical order, according to the author’s last name. This is called a reference list. The information which should be given for each book or article is:
   author; date of publication; title (underlined or in italics for books); place of publication; and publisher.
The format in the following examples should be used:

1. **Book with one author**

2. **One article from an edited collection**

3. **Journal article**

4. **Book with two authors**

5. **Publication with no author given**