CEC31: Basic Concepts of Community Development

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

### Beginning of semester 2
- Lauca, Emalus and Alafua campus students - Final day for withdrawal with remission of tuition fees for semester 2 courses is 1 August 2014
- Other USP Campuses students: Final day for official withdrawal with remission of tuition fees for semester 2 courses* 29 August 2014

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21 –25 July</td>
</tr>
<tr>
<td>2</td>
<td>28 July –1 August</td>
</tr>
<tr>
<td>3</td>
<td>4 –8 August</td>
</tr>
<tr>
<td>4</td>
<td>11 –15 August</td>
</tr>
<tr>
<td>5</td>
<td>18 –22 August</td>
</tr>
<tr>
<td>6</td>
<td>25 –29 August</td>
</tr>
<tr>
<td>7</td>
<td>1 –5 September</td>
</tr>
</tbody>
</table>

### Mid-semester break

- Final day for official withdrawal without remission of tuition fees for semester 2 courses is 26 September 2014

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>15 –19 September</td>
</tr>
<tr>
<td>9</td>
<td>22 –26 September</td>
</tr>
<tr>
<td>10</td>
<td>29 September –3 October</td>
</tr>
<tr>
<td>11</td>
<td>6 –10 October</td>
</tr>
<tr>
<td>12</td>
<td>13 –17 October</td>
</tr>
<tr>
<td>13</td>
<td>20 –24 October</td>
</tr>
<tr>
<td>14</td>
<td>27 –31 October</td>
</tr>
</tbody>
</table>

### Study break

- Week 15  1 –9 November

### Examinations

- Week 16  10 –14 November
- Week 17  17 –21 November

* 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 CEC31: 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 me 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, CEC31, Centre for Vocational and Continuing Education, USP Statham ICT Park, Building 202, Vatuwaqa, Suva, Fiji
Course introduction

Welcome to CEC31 *Basic Concepts of Community Development.*

If you are thinking of making a career in Community Worker, then you have enrolled in the right course! CEC31 is a beginner’s course in Community Development which is one of the liberal arts that will prepare you for a lifetime of change. This course will help you develop and appreciate the **basic characteristics** of community development, how **social, economic, political and governance** factors affect and impact community development, and how gender issues and climate change affect community development.

**Learning outcomes**

After completing this course you should be able to:

- Describe how the resources and services available in your community enhance physical and cultural development.
- Analyse how the social, economic, cultural, political and governance factors affect community development.
- Apply the knowledge of environmental factors that affect community development.
- Evaluate gender issues in recognition of your own culture.
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> 21 – 25 July</td>
<td><strong>Introduction to the Course</strong></td>
<td><strong>Satellite Tutorial:</strong> Tuesday 22nd July 8am-9am (Fiji time)</td>
</tr>
</tbody>
</table>
| **Week 2** 28 July – 1 August | **Unit 1: What is a Community?** | **Satellite Tutorial:** Tuesday 5th August 8am-9am (Fiji time)  
**Assignment 1 due:** Friday 8 August |
| **Week 3** 4 – 8 August | | |
| **Week 4** 11 – 15 August | **Unit 2: Knowing your Community** | **Satellite Tutorial:** Tuesday 19th August 8am-9am (Fiji time) |
| **Week 5** 18 – 22 August | | |
| **Week 6** 25 – 29 August | | |
| **Week 7** 1 – 5 September | | **Satellite Tutorial:** Tuesday 2nd September 8am-9am (Fiji time)  
**Assignment 2 (Part 1) due:** Friday 5 September |
| **6 – 14 September** | MID-SEMESTER BREAK | |
| **Week 8** 15 – 19 September | **Unit 3: What makes a Good Community?** | **Satellite Tutorial:** Tuesday 16th September 8am-9am (Fiji time) |
| **Week 9** 22 – 26 September | | |
| **Week 10** 29 Sept – 3 Oct | | **Satellite Tutorial:** Tuesday 30th September 8am-9am (Fiji time) |
| **Week 11** 6 – 10 October | | |
| **Week 12** 13 – 17 October | **Unit 4: Our Natural Environment** | **Satellite Tutorial:** Tuesday 14th October 8am-9am (Fiji time)  
**Assignment 2 (Part 2) due:** Friday 17 October |
| **Week 13** 20 – 24 October | | |
| **Week 14** 27 – 31 October | | **Satellite Tutorial:** Tuesday 28th October 8am-9am (Fiji time)  
**Assignment 3 due:** Friday 31 October |
| **Week 15** 1 – 9 November | STUDY BREAK | |
| **Weeks 16 & 17** 10 – 21 November | EXAMINATIONS | Check with your USP Campus or Centre for the exact time and date of your examination. |

* 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>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Short Answers</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Reflective Journal</td>
<td>30%</td>
</tr>
<tr>
<td>(2 parts @ 15% each) – 30%</td>
<td></td>
</tr>
<tr>
<td>Assignment 3: Community Map</td>
<td>40%</td>
</tr>
<tr>
<td>Satellite tutorial attendance and Moodle participation</td>
<td>10%</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

<table>
<thead>
<tr>
<th>Other Pass Grades</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Restricted Pass</td>
</tr>
<tr>
<td>Aeg</td>
<td>Aegrotat Pass</td>
</tr>
<tr>
<td>Comp</td>
<td>Compassionate</td>
</tr>
<tr>
<td>Pas</td>
<td>Pass or Competent</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In progress</td>
</tr>
</tbody>
</table>

9
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 and the regional campuses must submit all assignments online through the CEC31 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 our course Moodle page.

All assignments submitted through the CEC31 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

Only Assignment 1: Community Map will be submitted as hard copies. This will be handed in by the dates given on the study schedule. Please submit the Community Map in the correct order and address the envelope to the Course Coordinator. For this assignment, 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.

For Suva based students, all assignments are to be submitted online in Moodle except for the Community Map which is to be submitted manually to the Subject Coordinator at Laucala Campus.

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: (Short answers)

Due date: 8 August, 2014 (end of week 3)
Value: 20% of your final grade
Length: About 1 and a half pages

Learning outcomes:
At the end of this assignment you should be able to:
➢ Analyse how community asset affect community development.

Instructions:
You must answer both Questions 1 and 2 provided below.

Question 1: Community Asset
Define the concept of community asset (Explain in 2-3 sentences). Use relevant examples to support your answer. How does community asset impact the lives of members of your community?

(10 marks, about half a page)

Question 2: Physical Structure
With reference to the information gathered in Assignment 1, Identify one physical structure or infrastructure in which you are interested. Briefly discuss how the physical structure was developed, description of the physical structure and its importance to the community. Indicate who controls, maintains and pays for the physical structure.

(10 marks, about half a page)
Introduction to Assignment 2 – Reflective Journal

Overview
Reflective ‘writing’ is a series of ‘writings’ in response to life experiences & events that may also contain reflections on what took place, express emotions, understandings & conclusions, lessons learned or action plans. Often called a “Journal Entry”

You don’t have to be a great writer, perfect speller, or creative thinker to keep a personal journal. Just regularly write down your experiences and thoughts.

Why do we write Reflective Journals?
Lots of people keep journals as part of their hobbies! How many of the following journals have you kept? Bird watching, Train spotting, Gardening, Diet or training, Idea files, Trip diary, Dream journal, Book journal, Wine journal, Blogs

When we refer to reflective journals we are exploring our learning. Reflective writing is:

- your response to experiences, opinions, events or new information
- your response to thoughts and feelings
- a way of thinking to explore your learning
- an opportunity to gain self-knowledge
- a way to achieve clarity and better understanding of what you are learning
- a chance to develop and reinforce writing skills
- a way of making meaning out of what you study

How to structure your writing
When you write reflectively, use the three W's:

- **What? (description)**
  
  What happened?
  Who was involved?

- **So what? (interpretation)**
  
  What is most important/interesting/relevant/useful aspect of the event/idea/situation?
  How can it be explained?
  How is it similar to/different from others?
- **What next? (outcome)**

What have I learned?
How can it be applied in the future?

**What to include**

Here are some tips on what to include in your reflective writing:

- **Don't just describe** – explore and explain what happened.
- **Be honest** – it's ok to admit to making mistakes as well as success. But you should also show how you understand why things happen and what you are going to do to improve.
- **Be selective** – you don’t have to write about everything that happened, just key events or ideas.
- **Look to the future** – reflect on what happened in the past and how it will have an impact on future ideas or activities.
Assignment 2: (Reflective Journal)

Due date: 5 September, 2014  (end of week 7)
Due date: 17 October, 2014  (end of week 12)
Value: 30% of your final grade

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

- Demonstrate critical self-reflective practice skills in research, and community work practice.

Instructions:

Each part of the reflective journal is worth 15% (2 x 15% = 30%). Part 1 is due at the end of week 7 and Part 2 is due at the end of week 12. The journal must be a Word Document and be submitted in the Moodle Drop Box.

Begin the Journal in week 1.

Instruction

The reflective journal is a daily and weekly self-reflection on your experiences while completing this course.

- It is a record of the community work knowledge, skills and attitudes that you have learned while completing the course.

- It will help you to gather evidence, develop, and maintain a profile that demonstrates that you attained graduate attributes and outcomes that employers and individuals, families and communities expect of community work professionals.

Each journal entry should:

- specify the week of study,
- detail how much time was spent reading, writing, doing course activities, and attending tutorials for the course (minimum 10 hours per week),
- specify what your learning objectives for the week were,
- explain what you experienced and learned and what you were exposed to in terms of community work practice, knowledge, skills and attitudes.
- include the activities that you attempted in each unit of the course.
### Marking Criteria for Assignment 2: (These criteria apply to both Part 1 and Part 2 of the Critical Reflective Journal)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>13 – 15 marks</th>
<th>10 – 12 marks</th>
<th>7 – 9 marks</th>
<th>Below 7 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop reflective practice skills through the documentation of their learning in their CEC31 course journey that focuses on experience, reflection, analysis and action planning.</td>
<td>The journal consistently provides detailed evidence of experience, reflection, analysis and action planning.</td>
<td>The journal provides evidence of experience, reflection, analysis and action planning.</td>
<td>The journal provides occasional evidence of experience, reflection, analysis and action planning.</td>
<td>The journal provides little or no evidence of experience, reflection, analysis and action planning.</td>
</tr>
</tbody>
</table>
Assignment 3: (Community Map)

Due date: 31 October, 2014 (end of week 14)
Value: 40%

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

- Describe how the resources and services available in your community enhance physical and cultural development

Instructions:

You will need the following materials to draw your community map.

- Large sheets of paper or poster-size newsprint or butcher Paper
- Different coloured markers or coloured pencils

Draw the map of your community either on a large sheet of paper or poster-size newsprint or butcher Paper. Use different colored markers to highlight the available resources and services.

Question

With reference to the map of Nanelimeli village in Unit 2: Knowing your Community; draw a map of your community that highlighting the resources and services available in your community which enhances physical and cultural development.

To draw the community map, take a walk around your community identifying people, places, and things you think are valuable. Spend a couple of hours or you may want to return at different times of the day.
Use the following checklist as a guide to draw your community map.

1. What are the natural features of the area such as trees, hills, rivers etc?
2. Are there any key landmarks or points of reference such as a community centre, parks, places of worship, historic buildings?
3. What is the population density? Are there a lot of people in a small space.
4. What groups of people live there? Note their caste, religion, language, ages and other diversities that you notice?
5. What level of activity do you notice on the street? Do people sit out on front steps, public benches, sit under trees? Where do children play?
6. Where do people gather? Bus stop, places of worship, grocery shops etc.
7. Are there schools, post office, grocers, banks, medical/health facilities, and parks?
8. What transportation options are available? Are there adequate roads, bus and train connection? How do residents get around?
9. Do residents have access to adequate food and shelter? What kind of housing do people have?
10. What does the community look like? Is it clean or dirty, old or new, well maintained or does it need repair?
<table>
<thead>
<tr>
<th>Criteria</th>
<th>35-40 Marks</th>
<th>30-34 marks</th>
<th>20-29 marks</th>
<th>below 20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td>All parts of map are clearly labeled. Writing uses good spelling and conventions (capitalization when necessary). Writing on map contains no errors.</td>
<td>Most parts of map are clearly labeled. Writing mostly uses good spelling and conventions but map contains three or less errors.</td>
<td>Most parts of map are not labeled. Writing does not use good spelling and conventions. Map contains more than three errors.</td>
<td>Nothing on the map is labeled. Writing is not present.</td>
</tr>
<tr>
<td><strong>Streets</strong></td>
<td>Map contains eight or more named streets that are horizontal and vertical (no diagonal). Intersections are clear.</td>
<td>Map does not contain eight or more total streets OR Streets are not clearly labeled.</td>
<td>Map does not contain eight or more total streets AND Streets are not clearly labeled.</td>
<td>No streets are present or labeled.</td>
</tr>
<tr>
<td><strong>Landmarks</strong></td>
<td>At least 5 landmarks are present, clearly represented, and labeled.</td>
<td>Less than 5 landmarks are present OR Landmarks are not clearly labeled.</td>
<td>Less than 5 landmarks are present AND Landmarks are not clearly labeled.</td>
<td>No landmarks are present.</td>
</tr>
<tr>
<td><strong>Other Required Components</strong></td>
<td>Includes all other required components: map title/name of city, compass rose, map key/legend (if necessary).</td>
<td>Is missing one other required component: map title/name of city, compass rose, map key/legend (if necessary).</td>
<td>Is missing two other required components: map title/name of city, compass rose, map key/legend (if necessary).</td>
<td>Is missing all other required components: map title/name of city, compass rose, map key/legend (if necessary).</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Map layout is clear and well thought out. Illustrations and/or 3D representations are careful, colorful, and detailed.</td>
<td>Map layout is mostly clear. Illustrations and/or 3D representations are somewhat careful, colorful, and detailed.</td>
<td>Map layout is unclear. Illustrations and/or 3D representations are sloppy.</td>
<td>Map layout is unclear and appears to have been thrown together instead of carefully presented.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Creative thought and planning is evident. Community has a cohesive theme.</td>
<td>Creative thought and planning is evident but community does not have a cohesive theme.</td>
<td>Creative thought and planning is not evident and community does not have a cohesive theme.</td>
<td>Community is not at all creative.</td>
</tr>
</tbody>
</table>

Surname………………………………..                 Percentage allocated……..
Appendix: Sample Reflective Journal

This reflective journal is a written record of collective thoughts, feelings and opinions about the learning experiences or new information that I gained while doing the CEC31 and CEC32 courses.

Before taking up these courses I had no idea about a community and its functions. After my first class, I was getting a clear picture of what a community is, how it functions, what are the strengths and weaknesses, who is responsible for organising a community, how a community is developed and what are the features of a community.

Furthermore, I learned about community assets and why it is important to identify community assets in the community and its importance. If I am going to work with a community it is very important to know the type of community I am dealing with. Unit 2 about Knowing your community, I learned how to draw a community map of Mau Village that I chose as my community. I also had to identify the social, economic and cultural factors that affect the community. I spent two days doing my research work at Mau village to prepare for my assignment one for CEC31.

In the study of Women’s role in Community Development, I came to learn that women’s skills and inputs in community development have been largely untapped and recognised in the community. While doing my assignment on Community Profile, I noticed that the women of Mau village stays home and look after their household chores as they believe that only men are supposed to work and earn a leaving for the family.

Furthermore, in CEC32 I learned about what good communication means and the importance of good communication skills for community development workers. Advocacy, mobilizing and reporting skills were also new things I learned from the course. For example I learned that advocacy skills involves people that voice out their opinion on behalf of the disadvantaged people.

During the interviews process I came to learn about the importance of conducting a good interview process and how to structure interview questions. I conducted an interview with one of my community elders to get more information of my community or in other words the community profile.

At the end, I have studied the geography and physical landscape, the social and economic side, the old traditions versus new multicultural values and needs; the gender participation and issues within rural and urban society; all adding up to ‘community.’

The course has helped me in writing and planning for my community, search for what to organise and organise effectively; making sense of community activities that I had done and relate them theoretically. And, we should generally, target the issues and the good things about developing our communities.

(Please take note that if you are taking more than 1 course for example CEC31 and CEC32, then you are going to reflect on the skills that you have learned for both the courses)