

Syllabus for
IS 361—Foundations of International/Community Development
3 Credit Hours
Fall 2017

I. COURSE DESCRIPTION

Provides an overview of International/Community development as a profession. Emphasizes the integration of knowledge from many disciplines such as economics, sociology, missions, and politics. Demonstrates how theory, research, teaching, and practice are important and interdependent functions that are vital in the public and private sectors.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Gain an understanding of the meaning of a Christian worldview and image of humankind; and, as Christians, believe that human beings are created in the image of God, living in a universe created by God for His purposes. ORU graduates must understand and transform these areas in the manner described by Paul in Romans 12:1-2. This understanding includes the political and social order; scientific-theological-philosophical patterns; the values of literature; standards of aesthetics, beauty, and goodness; and social and economic systems.
- B. Understand the importance of reaching out to help the community, which today involves one's neighborhood, town, province or state, country, and the world (the universal brotherhood).
- C. The ORU International Community Development program is based on the belief that the Christian mission and goals can be integrated and be a big part of international and community development work. This International Community Development course and the program will enable and equip ORU students with a profession and skills through which they can carry out their mission work.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Discuss the various international development organizations.
- B. Discuss the various types of development work.
- C. Discuss the Christian aspects to international development work.
- D. Discuss the importance of international community development work.
- E. Discuss his or her particular interests regarding development work.
- F. Discuss the various issues surrounding international development work.

- G Demonstrate understanding of concepts, ideas, and issues of international community development by passing reading reviews, assignments, class participation, presentations, and essays.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
Hoksbergen, Roland. *Serving God Globally: Finding your Place in International Development*. Grand Rapids, MI: Baker Academic, 2012. ISBN: 9780801039843
2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
Recommended materials will be announced. Students will contribute to the reading list.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Department Policies and Procedures
1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
 2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the History, Humanities, and Government Department. Very few incompletes are granted.
 3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late incurs a \$15 late-test fee. These responsibilities assist the student in professional development.
 - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.

4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.
5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - a. Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - b. Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - c. Obtain information covered during an absence. All work must be completed as scheduled.
 - d. Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
7. **Plagiarism** – Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating results in an F for the course.
8. **Whole Person Assessment**
 - a. Compliance - To be listed as "compliant" the student must correctly submit electronically the artifact for assessment. "Noncompliant" means the student has either not submitted or incorrectly submitted the artifact electronically. It is the student's responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student's ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student's ORU email address.
 - b. Requirements - The WPA requirements for this class are listed in the General Education Whole Person Assessment Handbook.

- C. Course Policies and Procedures
 - 4. Evaluation Procedures
 - a. Grading Percentages Required:
 - A=90-100%
 - B=80-89%
 - C=70-79%
 - D=60-69%
 - F=59% or below
 - b. Unexcused absences will be uniformly penalized in the following manner, with only one exception—an administrative excuse. A total of three absences are allowed. Additional absences are penalized at the rate of three points per absence, beginning with the fourth absence.
 - 5. Whole Person Assessment Requirements
 - None at this time.

VI. COURSE CALENDAR

Week	Topic/Assignment
1	Introduction – Basic Concepts and Definitions
2	Development Theories
3	Development Theories continued
4	Timeline – History of International Development
5	Timeline continued; Due: Essay #1
6	International Organizations (I/Os) for Development: United States Agency for International Development (USAID), United Nations (UN)
7	Large nongovernmental organizations (NGOs): Worldvision, CARE, Catholic Relief Services
8	Medium and small NGOs: Save the Children, Oxfam, appropriate technologies international
9	FALL BREAK
10	Local community-based NGOs and small sectarian organizations and Christian ministries; Due: Essay #2
11	Review of current situation and achievements of international development work
12	Health and Education
13	Agriculture and Industry
14	Trade and Foreign Aid
15	Written reports and oral presentations

Course Inventory for ORU's Student Learning Outcomes
Foundations of International/Community Development-IS 361
Fall 2017

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines the outcomes and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
--	--	-------------------------------------	----------------------------------	---------------------------------	----------------------------

1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability		X		
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			