

Spring term 2023  
**USP 460 – CD Field Experience Seminar – hybrid format (2-6 credits)**  
*Portland State University – School of Urban Studies and Planning*

*Instructor:* Moriah McSharry McGrath, PhD, MPH, MSUP  
*Contact:* moriah@pdx.edu (*preferred*), 503.725.8743 (*voicemail*)

**Course questions?** Post to Q & A forum discussion boards in Canvas!

**FINAL EXAM:** e-portfolio due Monday, June 12<sup>th</sup> at 12.05pm (site must be publicly accessible on internet)

**videoconferences:** April 4<sup>th</sup>, April 25<sup>th</sup>, and May 16<sup>th</sup>, all Tuesdays, from 4-.5.15pm at  
<https://pdx.zoom.us/j/84889916647>

**Class sessions are remote synchronous format. You never need to meet in person,** but Urban Center 270 is available during class sessions if you need a space to do your call.

**Key course URLs - if clicking on link doesn't work, cut and paste it into browser address bar, be sure to delete spaces**

<i>For all of Dr. McGrath's classes</i>	
Book an office hours appointment (times rotate)	<a href="http://www.meetwithmoriah.youcanbook.me">http://www.meetwithmoriah.youcanbook.me</a>
Join your office hours meeting	<a href="https://pdx.zoom.us/my/drmcgrath">https://pdx.zoom.us/my/drmcgrath</a> or call (971) 247-1195 and enter meeting ID 782 559 6646, *6 to switch between mute/unmuted → send a Google Chat, or e-mail or call, if I'm not there when you expect me
Let me know if you're going to miss class/be late/leave early	<a href="https://forms.gle/jKZec9JeVutCzTgMA">https://forms.gle/jKZec9JeVutCzTgMA</a>
List of community activities for extra credit	<a href="https://docs.google.com/spreadsheets/d/1CwixfnGZgi8GhE3cuIOcIoD2CntrNaCh">https://docs.google.com/spreadsheets/d/1CwixfnGZgi8GhE3cuIOcIoD2CntrNaCh</a>
<i>For all PSU activities</i>	
Search course reserves at PSU Library	Search at: <a href="https://library.pdx.edu/research/course-reserves">https://library.pdx.edu/research/course-reserves</a>
Get help with Zoom, Google Workspace etc. (until midnight)	<a href="https://www.pdx.edu/technology/support">https://www.pdx.edu/technology/support</a>
Get help to find a reading based on the citation, get research assistance (24/7)	<a href="https://library.pdx.edu/services/ask-a-librarian/">https://library.pdx.edu/services/ask-a-librarian/</a>

**What we're studying**

From the PSU catalog: "Participant observation through placement in a community-based organization actively engaged in community development activities on behalf of a specific community, and critical reflection on the placement experience."

**Learning outcomes**

The field experience provides the opportunity for students to identify an organization or project doing meaningful community development work and use this context to practice the competencies of their major. Students emerge from the course with a professional portfolio that showcases their skills as a community development practitioner.

- 1) Analyze a community issue in terms of stakeholders and root causes
- 2) Propose a theory of change based on best practices and/or community voice
- 3) Reflect on personal growth as professional skills as a community development practitioner
- 4) Demonstrate at least three of the CD major's learning outcomes through the activities conducted in the field placement
  - a) apply theories from the social sciences to analyze the elements of communities and the various forces working upon them

- b) appreciate the ways that the natural and built environments affect social structures, place attachment, and identity formation
- c) facilitate democratic decision-making and participatory planning
- d) inform oneself about local issues and engage in civic leadership accordingly
- e) support the development of community capacity and solidarity
- f) act to promote social justice by recognizing systems of domination (race, gender, class, ability) and proposing changes to redress inequity
- g) analyze local issues in global context by pursuing insight from international approaches, particularly those rooted in the experiences of the developing world

### Course materials

A valuable resource for thinking about CD work:

Work Group for Community Health and Development. (2014). Community toolbox. Retrieved March 29, 2020, from <http://ctb.ku.edu/en>.

When other readings are assigned or suggested, they'll be accessible through the PSU library, the internet, or the course Google Drive folder. There are no required textbooks.

### ASSIGNMENTS AND EVALUATION

**This class is graded on a Pass/No Pass basis.** To pass the class you must:

- do 120 field hours,
- complete the portfolio, AND
- accumulate at least 70 points.

Points are earned by completing the activities below:

<i>Canvas discussion boards</i>	
professional development activities (1 point x four)	4
writing assignments (3 points x four)	12
<i>Meetings</i>	
full-class meetings (4 points x three)	12
office hours appointments (2 points x two) – report on Canvas quiz	4
peer meetings (3 points x three) – report on Canvas quiz	9
Portfolio (public Google Site, you'll submit the URL on Canvas for grading)	23
Completion of field hours – report on Canvas quiz	36

### Extensions and timing

If you are having trouble keeping up or are having challenges with your placement, schedule an office hours appointment immediately. Deadlines for assignments are in place to keep you progressing toward your portfolio; they will stay open a bit past the deadline, but if they are closed, move on!

### Expectations for assignments

(Adapted from Lisa K. Bates)

**Check-plus** assignments demonstrate original thought and synthesis of ideas; sophisticated, cogent analysis; and are clearly written or presented. Outstanding work.

**Check** assignments present above average analysis with appropriate evidence to support the ideas and are clearly written or presented. Good work.

**Check** assignments show a basic level of understanding with some evidence to support the ideas, but analysis limited to obvious arguments. Writing is competent and core components of assignment are achieved.

**Check-minus** assignments misunderstand or misrepresent the material, or are so poorly written or presented as to obscure the analysis. Inadequate work.

To address some common misconceptions about grades: Diligence and hard work are always appreciated and are generally necessary for a top grade, but they don't guarantee one. I evaluate what you turn in, not what you are capable of. Through your work, you earn points; I do not start from 100% and “dock” you for shortcomings.

All submitted assignments should include student name, date, and course number clearly visible on the first page, ideally in the top right corner. In all assignments, please follow American Psychological Association style (7th edition) for citations, reference lists, spelling, punctuation, and capitalization. Please do NOT use APA-style headings or include a document cover page.

Do not rely on citation generators, including the button in the PSU Library catalog. To learn how to use citation generators effectively, see this helpful article: [https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_citation\\_machines\\_responsibly.html](https://owl.purdue.edu/owl/research_and_citation/using_citation_machines_responsibly.html). Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab ([OWL](#)) if you are unfamiliar with APA.

### **SUSTAINING A LEARNING COMMUNITY**

We all play a part in creating and maintaining a positive shared learning environment. Below are some of the major expectations for this course.

#### **Learning in unprecedented times**

From the Covid-19 pandemic, uprisings for racial justice, floods, fires, and violence . . . we are all going through a lot. The university is working to continually update plans and resources (<https://www.pdx.edu/coronavirus-response>), and everyone is doing what they can to support student success under these extraordinary circumstances. I aim to create space for inquiry and excellence, but also to acknowledge the intense logistical challenges and cognitive load we are experiencing. If health, technology, caregiving etc. complications are influencing your learning, please let me know so that we can make adjustments accordingly. I aim not to penalize you for the impact of these challenges on your performance. Communication is key, please reach out if you are feeling frustrated, overwhelmed, etc.

#### **Meaningful conversations (adapted from Beth Duckles)**

In this class we will deal with perspectives that are controversial, thought-provoking and which may challenge your worldview. In order to address these issues in a scholarly manner, we will operate with a foundation of respect for all persons, acknowledging that there are a variety of viewpoints to be considered. You are always free to express your own opinions, however you must be ready to consider those opinions using a social science lens. You are always free to disagree with the conclusions of your professor, your peers, or the authors you read. Disagreeing with the material does not excuse you from engaging with it, however.

#### **Participation and professionalism**

Professionalism takes many forms. Being a good academic citizen requires that you:

- Complete as many assignments and activities as possible, keeping notes along the way
- Foster a supportive learning environment by engaging in respectful dialog that advances shared understanding; digest and process what other people have said before sharing your thoughts
- Connect comments to course materials, including comments by your colleagues
- Be proactive about troubleshooting and seeking help. Try to solve problems with the resources provided by the instructor—including seeking help from classmates—but speak up if you get stuck.
- Build mastery (or at least continual improvement!) of netiquette and core technology skills
- Respect that people have a lot going on outside the classroom . . . so we all need to relax our expectations and be forgiving about the things listed above
- Challenge yourself to look beyond your experience to understand other people's experiences and worldviews

## Communication

Time-sensitive communication from the instructor will occur via Canvas announcements or e-mail. Students should be proactive about communicating with each other via discussion boards and e-mail; you are great resources for each other! Be mindful to select the best medium to achieve your communication goal as well as being clear and courteous with your communication partners.

Students should aim to check their PSU regularly and respond to e-mails within one business day. Students should log into Canvas as needed during the workweek; for most people this will probably mean a couple of logins to do activities or review new items that have cropped up. The instructor will (aim to!) uphold these same standards.

### *Posting in Canvas discussion forums (and Canvas notification settings)*

Students should post questions about the course and assignments in the Q & A forum on Canvas. This is the equivalent of having a conversation in class. You should respond to fellow students' questions if you have insight or an answer to offer. There is only thread for logistics, another for more substantive questions, and a third where students can post information to share with the class.

To keep track of important information, make sure that your Canvas notification settings are appropriate to your needs. I recommend that you subscribe to get an instant notification from Canvas when something has been posted in the forum. If you get a notification that a grade changed or disappeared, wait a while and check back before following up. Sometimes the instructor is fiddling with the gradebook and Canvas sends you a notification that she doesn't know about; usually the weird item will clear up after the fiddling is complete.

### *E-mailing the instructor*

E-mail should be used for issues that affect only one student or are personal or confidential in nature (e.g., you have a concern about something happening in the class, have a question about your grade). Be sure to include the course number in your subject line and follow other professional standards. Laura Portwood-Stacer has some tips (though I could do without meaningless niceties and restatements of requests): <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-afcf64ae0e4087> Questions about assignments should be on Canvas.

### *Office hours*

Office hours appointments are a great way to get support and input on your work, as well as build a relationship with the instructor. Meetings occur via Zoom video conferencing, but you can call in with just a phone if you don't have good bandwidth for video or just don't want to "Zoom." Book appointments online. You can come more than the required two appointments!

## My teaching philosophy

It is my intent that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity of the PSU community be viewed as a resource, strength, and benefit for our class. I aim to present materials and activities that are inclusive of diversity in gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I also strive to help students put their work in local context, which includes the history and present of expropriation of land from communities including Indigenous peoples and successive denizens. The PSU Conflict Resolution program has prepared an excellent short summary of the land around PSU to support this endeavor: <https://www.pdx.edu/conflict-resolution/land-conflict-acknowledgement>.

Further, some specific aspects of my teaching bear particular mention.

### *People first*

All the information one might want is available without enrolling in college, yet we all choose to be here: to be together, learning in community. I try to get to know my students so that I can help them best achieve their goals. I encourage you to get to know your classmates so that you may benefit from their insights and

support. A person's ideas stem from who they are, so having meaningful dialog requires understanding ideas and the context from which they came. Before critiquing, seek to understand.

### *Trauma-awareness*

Whether it's recent world events or things that have happened in our life stories, many of us have experienced trauma that affects our capacity to feel safe, build relationships, and learn. Women, people of color, people with disabilities, people who have experienced housing or financial instability, LGBTQ+ people are at elevated risk of experiencing trauma—so paying attention to it is another way of fostering equity. When it comes to teaching, this is a humble journey of trying to lead with empathy, providing structure for students, and empowering them to chart their own course.

### *Countering oppression*

Core to the practice of community development is honoring people's dignity and creating spaces that encourage equitable participation and power-sharing. This requires active effort because it is a radically different paradigm from the larger society. I am particularly inspired by the Movement for Black Lives' calls to imagine a more just future. Some ways this manifests in my teaching are efforts to . . .

- Center the margins: seeking out materials authored by and/or depicting the stories of people who have historically been marginalized
- Interrupt oppressive speech: "calling in" people whose actions may be doing (unconscious or otherwise) harm to others
- Recognize the effect of trauma as well as its differential impacts (see above)
- Apply an equity lens to decision-making
- Use a critical race lens to identify and name racism and other structural oppression

I appreciate your support and feedback on this process. For your part, I expect you to be thoughtful about your own identity and attentive to power dynamics in the classroom, contributing to an environment where everyone can grow. If you would like to learn more about anti-racism in academia, the Academics for Black Survival and Wellness collaborative maintains this resource [list](#).

## UNIVERSITY POLICIES AND RESOURCES FOR STUDENT SUCCESS

### Academic integrity

The PSU Student Code of Conduct and Responsibility can be found at: <https://www.pdx.edu/dos/psu-student-code-conduct>. We are all responsible for upholding it!

It states, in part:

“Academic Misconduct is defined as, actual or attempted, fraud, deceit, or unauthorized use of materials prohibited or inappropriate in the context of the academic assignment. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the Student’s own work, or must clearly acknowledge the source(s). Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (d) the buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person’s stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j) unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student’s work.”

Please be mindful of this, particularly when it comes to writing. Do not try to pass off other people’s work (including uncited photos from the internet!) as your own. Not only is it unethical, it could result in failing an assignment or course, or getting suspended or expelled from the university. The Writing Center and your instructor are available to support you as you learn appropriate practices of scholarship and attribution. **Instead of being freaked out that you are going to plagiarize by accident, ask for help! I reserve the right to give a failing grade for the course to any student with multiple academic integrity issues in the class.**

### Access and inclusion for students with disabilities

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. If you already have accommodations, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations. The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, [drc@pdx.edu](mailto:drc@pdx.edu). Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

### Title IX<sup>1</sup> and mandatory reporting

Portland State is committed to fostering a safe, productive learning environment. Title IX and PSU policies prohibit discrimination on the basis of sex/gender, including sexual harassment, domestic and dating violence, sexual assault, and stalking. We expect a culture of professionalism and mutual respect in our department and class. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/ or other forms of prohibited discrimination to PSU’s Title IX Coordinator, the Office of Equity and Compliance or the Dean of Student Life and cannot keep information confidential. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Title IX Coordinator, Office of Equity and Compliance, or the Office of the Dean of Student Life. If you would rather share information about sexual harassment or sexual

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<sup>1</sup> of the federal Education Amendments of 1972  
v. June 30<sup>th</sup>, 2023

violence to a confidential employee who does not have this reporting responsibility, you can contact a confidential advocate at 503-894-7982 or by scheduling on-line ([psuwrc.youcanbook.me](https://psuwrc.youcanbook.me)). You may also contact other confidential employees found on the sexual misconduct resource webpage at <https://www.pdx.edu/sexual-assault/get-help>. For more information about PSU's expectations of our campus community standards and resources for sex/gender discrimination and sexual violence, please complete the required student module Understanding Sexual Misconduct and Resources at <https://www.pdx.edu/diversity/understanding-sexual-misconduct-and-resources-student-module>.

### Cultural Resource Centers

Find social, professional, and academic opportunities: <https://www.pdx.edu/cultural-resource-centers/>

- Multicultural Student Center
- La Casa Latina Student Center
- Pan African Commons
- Pacific Islander, Asian, Asian American Student Center
- Middle Eastern, along with North African, South Asian Student Center Initiative and
- Native American Student & Community Center

### Other affinity centers

- Women's Resource Center: <https://www.pdx.edu/womens-resource-center/>
- Queer Resource Center: <https://www.pdx.edu/queer-resource-center/>
- Veterans Resource Center: <https://www.pdx.edu/veterans-resource-center/>
- Resource Center for Students with Children: <https://www.pdx.edu/students-with-children/>

### Other resources

- Helpdesk for problems with e-mail, passwords, Canvas, and other computer/tech things (open until midnight!): <https://www.pdx.edu/technology/support>
- Writing Center: <https://www.pdx.edu/writing-center/>
- Legal advice, financial counseling, and more: <https://www.pdx.edu/dean-student-life/student-resources>
- Basic Needs Hub offers help with food, housing, etc.: <https://www.pdx.edu/dean-student-life/basic-needs-hub>

### Problems, concerns, complaints

If something is not going well with a classmate, instructor, staff member, your first step is to approach that person for a constructive dialogue. If that does not resolve the matter or seems impossible due to power dynamics or the level of harm you have experienced, there are many avenues for getting support. The USP Belonging, Dignity, and Justice committee offers a helpful rundown on their website at: <https://www.pdx.edu/urban-studies-planning/resources-and-reporting>

**TECHNOLOGY COMPETENCIES**

Listed below are technology skills you are likely to need in this course, as well as an indication of where you can get help with skills you are still mastering.

If you have problems doing any of these, contact the [Office of Information Technology Helpdesk](#) for help:

1. Use the Canvas course management system
2. Set up and participate in videoconferences, e.g., Zoom, Google Meet
3. Troubleshoot tech problems
  - a. Identify the source of a problem through process of elimination (restart software and program, try a different web browser, try a different machine, try the task on a different internet network)
  - b. Seek help from peers
  - c. Seek help from the OIT helpdesk
  - d. Devise an alternate means of completing assignments when tech failures occur
4. Use “cloud” services
  - a. Collaborate with others using Google Drive folders
5. Use the Google Workspace applications, such as Docs, Sheets, Forms, Sites, Slides and the comparable applications in the Microsoft Office suite [free download at <https://www.pdx.edu/oit/microsoft-office>, or go for the open-source alternative at [www.libreoffice.org](http://www.libreoffice.org)]
  - a. Use spreadsheet software to . . .
    - i. enter numbers and text into a spreadsheet
    - ii. write simple formulas to process the numbers in your spreadsheet
    - iii. create and format tables from the numbers in your table
  - b. Use MS Word to . . .
    - i. set the line spacing of a paragraph
    - ii. set the indentation of a paragraph (e.g., first line indent by .5”, use hanging indents . . .)
    - iii. set the margins of document
    - iv. set the orientation of a page (landscape vs. portrait mode)
    - v. use section breaks to create a document that has different layout in different sections
    - vi. insert an image or table into a text document
    - vii. format headings using the Styles function
6. Create and transform digital and physical documents
  - a. Convert any image or document type to a PDF file
  - b. Combine multiple documents into one PDF
  - c. Make a digital version of a document (.pdf) using a scanner or scanning app (e.g., CamScanner)
  - d. Record audio, video, and still images using a computer, tablet, or cell phone and upload these files to a shared drive, cloud server, or website
  - e. Export and import Microsoft Office file types to Google Workspace

If you have problems doing any of these, [Ask a Librarian](#) for help:

1. Find a resource in the PSU library based on a citation – including watching streaming video
2. Select the appropriate database for a topic you are researching
  - a. Find the full-text of a library resource based on a citation you find in the database
3. Use a [course library guide](#) to access resources relevant to course assignments



**COURSE CALENDAR**

<i>Week of</i>	<b>Class session</b>	<b>Due on Canvas by . . . Friday by 5pm</b>	<b>Schedule on your own</b>		<b>Self-paced</b>
<i>1 – Apr. 3<sup>rd</sup></i>	videoconference Tue. Apr. 4th @ 4pm	hours quiz <b>activity #1: résumé</b> (you can take an extra week)	first faculty 1:1		work with partner org., do Canvas activities, do independent research, build portfolio
<i>2 – Apr. 10<sup>th</sup></i>		hours quiz <b>activity #2: biographical interview</b>		first peer meeting	
<i>3 – Apr. 17<sup>th</sup></i>		hours quiz <b>post portfolio URL writing assn. #1</b>			
<i>4 – Apr. 24<sup>th</sup></i>	videoconference Apr. 25 <sup>th</sup> @ 4pm	hours quiz			
<i>5 – May 1<sup>st</sup></i>		hours quiz <b>writing assn. #2</b>	second peer meeting		
<i>6 – May 8<sup>th</sup></i>		hours quiz <b>activity #3</b>	second faculty 1:1		
<i>7 – May 15<sup>th</sup></i>	videoconference May 16 <sup>th</sup> @ 4pm	hours quiz <b>writing assn. #3</b>			
<i>8 – May 22<sup>nd</sup></i>		hours quiz			
<i>9 – May 29<sup>th</sup></i>		hours quiz <b>writing assn. #4</b>	third peer meeting		
<i>10 – June 5<sup>th</sup></i>		hours quiz <b>activity #4</b>			
<b><i>E-portfolio due Monday, June 12<sup>th</sup> at 12.05pm</i></b>					

<b>Writing assignment topics</b>		<b>Group A:</b> <i>people doing all hours this term</i>	<b>Group F:</b> <i>people finishing this term</i> (Hannah A., Hannah G., Angela)
<i>Writing assignment number and topic</i>	1	community analysis	root cause analysis/ theory of change
	2	workplan and skills analysis	application of coursework
	3	root cause analysis/ theory of change	feedback and mentoring
	4	self-assessment	self-assessment