

**Semester Project**  
**LDST 200**  
Phase One: The Process

Community and community development are a central focus of the Leadership Studies Program and its emphasis on civic leadership. And, as you have gathered by now, equally as important is our emphasis on engaging the **process** of leadership.

Phase One of your semester project is about generating ideas, encouraging reflection, and engaging the process.

So... lets get started!!!

Part 1: Associative word list for “community”

1. First, create an 100-item associative word list based on the concept of “community.” It is useful to brainstorm these by hand over a period of days and *then* type them into a word document. Oh... and be sure to number them!
2. From that list choose the 10 most relevant and find as many relevant definitions as you can for those 10 words, including the definitions for each.
  - Use all available resources, it is important that you reach outside your own way of knowing. This means you should consult print dictionaries, online dictionaries (including Urban Dictionary), technical glossaries, the thoughts of family and friends, pop culture references, and your own working definitions.
  - Just be sure that you have parenthetically cited the source from which you took your information. [ex: (UrbanDictionary.com), (my roommate Sara Smith)]
3. Ultimately, from your 10 words select the 5 that have the most meaning for you in relation to “community.” Prioritize them 1 to 5 and write a short but provocative rationale for each choice. In other words, you should make an argument for why each of these the 5 words/concepts is vital to your ongoing understanding of community.

Part 2: Learning through questioning

\*\* Note: this is still part of “Phase 1” and needs to be included for full credit \*\*

1. Respond to the following questions:
  - What does community look like? (this should be from the physical to the mental to the symbolic; what are all the ways?)
  - What are my perceptions and stereotypes of community?

Be sure to take time and reflect on these questions and your answers! Consider a variety of options and write ALL of them down. You should have more than one answer and what you turn in should reflect depth of thought process instead of a quick response, even if your answers don’t feel “politically correct.”

2. Belief statements
  - Develop 7-10 belief statements about community.
  - Each statement should begin with “I believe....”

## Phase One Feedback

Name: \_\_\_\_\_ Evaluation: \_\_\_\_\_

### Evaluation:

+	<ul style="list-style-type: none"> <li>• Variety of themes present in associative word list, definitions, community assumptions, and infinitive statements; carries out to the final product in a coherent manner; patterns across themes</li> <li>• Takes risks in examining community perceptions, stereotypes, and assumptions – insightful at considering either unusual assumptions or insightful in how consider the “background” of the assumptions through narrative; explanations, project elements should demonstrate depth of thought and reflection</li> <li>• Word choices, definitions, group identifications, adaptive challenge suggest personal meaning and willingness to expand thinking and perspective</li> <li>• Responses to questions and examination of adaptive challenge are reflective and insightful ; able to identify an adaptive challenge and approach with adaptive v. technical work and demonstrates and understanding of the difference</li> <li>• Integrates alternate, divergent or contradictory perspectives or ideas fully</li> </ul>
√	<ul style="list-style-type: none"> <li>• Some themes present in present in associative word list, definitions, community assumptions, and infinitive statements; themes may not all carry out to the final product in a coherent manner; some patterns evident across themes</li> <li>• Perceptions and stereotypes of community are present, but has great potential to develop and offer critical thinking and reflection</li> <li>• Experiments with a novel idea in responses to questions and/or in assumptions, as well as in challenge focusing on; will need to challenge oneself in future work to take full advantage of the reflection offered through the process</li> <li>• Will benefit from external research – stepping beyond one’s own knowledge base to gather new information, ideas, and then reflect on implications on own process of thought</li> <li>• Includes alternate, divergent, or contradictory perspectives or ideas in a small or exploratory way</li> </ul>
-	<ul style="list-style-type: none"> <li>• Associative word list, definitions, community assumptions, infinitive statements, groups, challenges identified represent a singular theme – for maximum reflective capability on project needs to reflect more than one theme, multi-dimensional aspects of process, may represent multiple situations/contexts to be analyzed as multiple themes present</li> <li>• Perceptions and stereotypes of community are present, as well as challenges faced by group but don’t reflect a process of challenging and critically examining one’s own views and observations; responses to group challenge do not provide depth of thought or application of adaptive approach</li> <li>• Words, assumptions/challenges, groups, challenges faced by group chosen are safe, likely did not require any additional research or information seeking – “normal”</li> <li>• Reformulates a collection of available ideas in word list, definitions, and assumptions, as well as infinitive statements</li> <li>• May acknowledge (mentions in passing) alternate, divergent, or contradictory perspectives or ideas</li> </ul>