

York University  
**Faculty of Liberal Arts & Professional Studies**  
 School of Public Policy and Administration  
 Regional Economic Development  
 AP/PPAS4110/ECON4110

**Term:** Fall 2021

**Course Instructor:** Frank Miele, BES, MAES, CMMIII

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Virtual Office hours: email, cell, zoom (Thursdays from 7:00-8:30)

**Synchronous Zoom Discussion Dates:** **Bi-Weekly** Thursdays 7:00pm-8:30pm (Sep 9<sup>th</sup> and 23<sup>rd</sup>; Oct 7<sup>th</sup> and 21<sup>st</sup> Nov 12<sup>th</sup> Presentations and Nov 25<sup>th</sup> Final Report). If other discussions are required, arrangements will be made. Please note this is course depends on remote teaching and learning. There will be no in-person interactions or activities on campus

**Guest Speakers:** TBA

**Technical requirements for taking the course:**

Several platforms will be used in this course (e.g., Moodle, Canvas, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Technology requirements and FAQs for Moodle can be found here

- <http://www.yorku.ca/moodle/students/faq/index.html>

Students will need a computer with a webcam and microphone, and/or a smart device with stable, higher-speed internet connection to fully participate in the course. We will have tutorial/seminar discussions and you will be presenting your research results online through Zoom video. Here are some useful links for computing information, resources and help:

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run.

**COURSE DESCRIPTION:**

LED is the process of creating wealth through the mobilization of human, financial, capital, physical and natural resources to generate marketable goods and services. The role of the economic developer is to influence the process for the benefit of the community through expansion of job opportunities and the tax base. The overall objectives are to attract new investments, retain or create jobs, generate tax revenues, secure the community's

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tax base and promote the community's financial wealth. The course will focus on the theory and practice of economic development at the Regional and Local Community.

The study of LED is based on detailed understanding of the origins, current best practices and future approaches within this evolving discipline. The course is of interest to students who wish to consider a career in regional and LED or for those who wish to supplement their major with public policy course focused on local economic development fundamentals. Since the 1990s, the importance of the study of LED has grown as communities and regions search for innovative ways to diversify their economic activities.

There will be an Experiential Education (EE) component to this course that will allow students to learn through the experience of being involved with private and public organizations that work directly or indirectly with Economic Development Professionals. Students will be exposed to a range of local development issues, including entrepreneurship, information technologies, marketing, labour market process, service sector expansion, globalization, strategic economic planning, environmental impact assessments and sustainability, tourism, rural economic development, strategic alliances and foreign direct investments, key performance measurements, economic impact analysis, and the relationship of the media and politicians within the context of LED.

Several research topics will be assigned to students who will be challenged to provide some critical reflection on what is possible and what is not possible in LED. Students will be required to structure their assignments by considering what currently works well, what could be improved, and what the ongoing barriers to change are. Individual and group presentations are required as will full class participation.

#### **COURSE OBJECTIVES:**

The newly developed online course provides students with an understanding of the theory and practice of Local Economic Development (LED). The course takes a pedagogical approach that blends theory and coursework with practical, concrete experience. Within the context of the learning outcomes of the course, this approach allows students to acquire real life experience and reflect upon this experience such that they deepen their understanding of theory.

The students will gain knowledge of the working relationship between economic development practitioners and other professionals, the marketing tools used to retain and attract businesses, promoting tourism and conventions and networking function vis-à-vis the private sector, the utilities sector, and working relationships with other levels of government and agencies. LED is a multifunctional discipline that engages a multitude of NGOs, including but not limited to, municipal government and the municipal act, other government legislation relating to growth, environment, smart communities and IT innovation, marketing/public relations/communications, urban planning, local politics, economics, and many others.

#### **COURSE ORGANIZATION:**

We will cover a lot of ground in very little time and it's important that you keep up with the readings and Zoom lectures. Prior to the lectures, you will have done the readings in the textbook. The PowerPoint deck and lectures contain the basics and should not be used as your only reading guide.

This course is divided into 5 modules. You should begin the course in Module 1 and complete it before moving to the next module. The modules have been organized in sequential order, so that you build the appropriate skills and enhance critical knowledge as you move from one module to the next. While you can complete the modules at your own pace, a suggested timeline for completing the course has been provided in the schedule of readings, activities and quizzes.

- For each module, there is a series of assigned readings that must be completed. To help you make sense of the assigned text, each module and the lecture topic therein are accompanied by a brief podcast/video lecture/narrated PowerPoint presentation
- The first part of the online lecture will start with a summary of the issues and a case study or two, and the

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balance will require your analysis and/or questions for discussion purposes.

- The online learning approach will allow students to read the chapters and engage in live discussion/activities with the Course Director and classmates during the live online discussions.
- The Course Director will randomly select the groups.
- The two quizzes will be based on the module/lectures and chapters in the textbook.
- The module topics lectures are designed asynchronously, meaning that while there are several Zoom lectures during the semester, students can complete each Zoom lectures at any time that is convenient to them.

#### **COURSE REQUIREMENTS:**

- Reviewing the lectures, participating at live discussion meetings, each topic readings from the textbook prior to the lecture are required and relevant for discussion.
- The entire course, including submission of assignments, discussions, test-taking, will take place on the course's Moodle. You will learn the course material on your own pace when you follow the schedule of readings and activities.

#### **EXPECTED LEARNING OUTCOMES:**

By the end of the course, students will be able to:

- Describe the fundamentals of LED and the difficulties and shortcomings of the profession and the viable solutions that have been offered to try to address these concerns.
- Present a detailed presentation, from either a multidisciplinary and/or interdisciplinary perspective, on the elements of LED that deal with a critical issue or problem confronting local and regional levels of government.
- Contribute to individual and group learning on the subject matter of the course by providing constructive observations, commentary and reflections on their colleagues' contribution and work in the course.
- Through a weekly dialogue and exchange demonstrate progressively enhanced skills in listening and engaging in constructive and mutually respectful discussion, debate and cogent discussions.
- Formulate a clear research question and conduct relevant research on the question and present a thorough analysis, with a coherent set of concise findings, and write a research paper or report on a specific issue and/or problem confronting LED today and how it might be resolved with policy formulation(s).
- Learn through the "personal experience" of being engaged/involved and/or placed with an organization that works directly or indirectly with organizations directly involved in LED.
- Gain relevant research and "work" experience on "real life" LED issues within the broader community and/or in the field.
- Understand, appreciate and to reflect on praxis, the relevance and application of conceptual and theoretical knowledge and information found in the literature, and expounded in the classroom, to what happens in practice in the broader community and within organizations who work with regional and local levels of government.
- Reinforce and promote a "deeper" learning and understanding of the subject matter and discipline.
- Discover how government and private sector organizations in this field operate in practice, including, such things as, the structural, organizational and jurisdictional relationships among various levels of the profession.
- Make valuable connections in the field that may lead possibly to future employment opportunities.

## New Course Textbook

Miele, F. (2021). *Local Economic Development: An Introspective on Theory and Practice* (2nd ed.). Toronto, Ontario: The Economic Development Journal of Canada. (**NEW Edition**)

The digital textbook can be purchased by contacting the publisher directly and make an e-transfer to [textbookled@gmail.com](mailto:textbookled@gmail.com) - \$100)

## Evaluation and Due Dates

Assessment	Due Date	Value (% of final grade)
Quiz 1 – Module 1 & 2	Sep 27	20%
Quiz 2 – Module 3 & 4	Oct 25	20%
Group Presentation - Module 5	Nov 12	30%
Group Report – Module 6	Nov 25	30%
Total		100%

## Course Policies

### GROUP RESEARCH REPORT and PRESENTATION GUIDELINES

#### Group Reports and Presentations:

- Final presentations will be 10 min./group and submitted virtually with recording (max 10 slides).
- The final report will contain some or all your ppt illustrations material including infographics, with proper MLA citations.
- See more details on the group topics and report guidelines under GROUP PROJECTS on the Moodle page.

#### Rubric:

- the quality of your analysis,
- the extent to which your analysis shows that you have read and understood the course readings for your group presentation and other relevant readings from previous classes, and
- the clarity of your presentation, which means that your presentation must be grammatically correct and well structured.

#### Online Quizzes

The new quizzes are based on each chapter of the course textbook and lectures. Approx. 40 multiple choice, true and false, and fill in the blank questions in a timeframe will be administered online.

## Module Topics and Readings

REQUIRED readings must be done prior to the lecture. After the class, go through the readings again more carefully. The quantity of the required readings is quite reasonable; you should have no difficulty keeping up. The suggested readings are there primarily to help you with additional research for group paper.

<b>Regional Economic Development Lecture Modules</b>	
Module 1 2 recorded lectures	<p><b>Topic 1: Local Economic Development Overview</b></p> <p><b>Readings Required:</b>  Miele, F. (2021). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada.  Michael Luger, <a href="#">“The Role of Local Government in Contemporary Economic Development”</a></p> <p>Rifkin, Jeremy (2019). <i>The Green New Deal: Why the Fossil Fuel Civilization Will Collapse by 2028, and the Bold Economic Plan to Save Life on Earth</i></p> <p><a href="#">Chomsky, N.</a>, <a href="#">Pollin, R.</a>, <a href="#">Polychroniou, C.J.</a> (2020). <i>Climate Crisis and the Global Green New Deal: The Political Economy of Saving the Planet</i></p> <p><b>Suggested:</b>  Province of Manitoba. (2007). <a href="#">Community Economic Development for the Local Economic Development Officer</a>. Brandon, Manitoba: Manitoba Ministry of Agriculture, Food, and Rural Development. <a href="https://www.gov.mb.ca/agriculture/rural-communities/community-planning/pubs/devcorps.pdf">https://www.gov.mb.ca/agriculture/rural-communities/community-planning/pubs/devcorps.pdf</a></p> <p>IEDC, <a href="#">“Future Ready: Preparing for Tomorrow’s Economy”</a>  IEDC 2012. Nourick, Shari. <i>New Realities for Economic Development Organizations</i></p> <p>Queens University COVID-19 ECONOMIC RECOVERY WORKING GROUP, (2020). <a href="#">The Future of Work Post-Pandemic</a>.</p> <p><b>Videos:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Economic Development Matters Video - EDAC</a></li> <li>2. <a href="#">Conventional Economic Development is Dead Wrong   Greg Tehven   TEDxStPeterPort</a></li> <li>3. <a href="#">EDCO Podcast about the role of LED in community building municipalities</a></li> <li>4. <a href="#">The Resilient Society</a> - Jeremy Rifkin (54 min)</li> <li>5. <a href="#">Clean Disruption and the Collapse of the Oil</a> industry – Tony Seba (58 min)</li> </ol> <p><b>Topic 2: Economic Development Strategic Planning Process</b></p> <p><b>Readings Required:</b>  Miele, F. (2021). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada.  Free Management Library, <a href="#">“All About Strategic Planning”</a></p> <p><b>Suggested:</b>  Goldbard, Arlene (2011). <i>“A Guide to Strategic Planning.”</i> Ndi.org. National Democratic Institute, n.d. Web. 10 November 2011.</p> <p>Lim, S. (2019). <i>20 Short-Term Goals Examples and Why They Are Important</i>. Retrieved from <a href="https://stunningmotivation.com/short-term-goals-examples/">https://stunningmotivation.com/short-term-goals-examples/</a></p> <p>McKay, Emily Gantz. (2011). <i>Strategic Planning: A Ten-Step Guide</i>. Based on materials originally prepared for use with SHATIL, the technical assistance project of the New Israel Fund. Modified for the National Council of La Raza, and further modified for MOSAICA, May 1994 and July</p>

	<p>2001. Retrieved from  <a href="https://siteresources.worldbank.org/INTAFRREGTOPEIA/Resources/mosaica_10_steps.pdf">https://siteresources.worldbank.org/INTAFRREGTOPEIA/Resources/mosaica_10_steps.pdf</a></p> <p><b>Videos:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Strategic Planning Process at York Region Video</a></li> <li>2. <a href="#">Strategic Planning Toolkit for LED Video</a></li> </ol>
<p>Module 2 3 recorded lectures</p>	<p><b>Topic 3: Economic Impact Analysis &amp; Performance Management</b></p> <p><b>Readings Required:</b>  Miele, F. (2021). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada.  Course Textbook, Ch 9 &amp; 10 “Economic Impact Analysis” &amp; “Performance Management”</p> <p><b>Suggested:</b>  Trevor Tombe, <a href="#">“CBC Radio Program 2016”</a>  Louise Watson, <a href="#">“Could these Bad Habits be Causing your Performance Measurement Struggles?”</a></p> <p><b>Videos:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Oshawa GM Assembly Plant Closes Nov. 25, 2018</a></li> <li>2. <a href="#">GM to reopen Oshawa plant to make trucks, hiring 2,500 workers</a></li> <li>3. <a href="#">Ford Motors electric vehicles funding in Oakville Oct. 2020</a></li> <li>4. <a href="#">Performance measurement toolkit in LED video</a></li> <li>5. <a href="#">What is the point of an EIA video</a></li> </ol> <p><b>Topic 4: Economic Development Marketing</b></p> <p><b>Readings Required:</b>  Miele, F. (2021). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada.</p> <p>FCM, (2015). <a href="#">“Community Branding and Marketing”</a></p> <p><b>Suggested:</b>  Baker, Bill (2012). <i>Destination Branding for Small Cities: The essentials for successful place branding</i>. Creative Leap Books: Portland, Oregon, U.S.A.</p> <p>Chadwick, I. (2014). <i>Brands, Buzz &amp; Going Viral: A sourcebook of modern marketing strategies, tips, and tactics to promote your municipality</i>. Union, Ontario: Municipal World Inc.</p> <p>Canada, Eric P. (2018). <i>Economic Development for the Team</i>. Chicago, U.S.A.: Blane, Canada Publishers.</p> <p>Potter, S. (2015). <a href="#">“The Growth of Municipal Marketing”</a></p> <p>Ubalde C. Anatalio &amp; Eric Simundza (2008). <i>Economic Development Marketing: Present and Future</i>. UC Berkley, U.S.A.: GIS Planning Inc.</p> <p><b>Videos:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">The City of Alpharetta video</a></li> <li>2. <a href="#">10 Key Trends in Economic Development Websites Webinar</a></li> </ol> <p><b>Topic 5: Foreign Direct Investment and Strategic Alliances</b></p> <p><b>Readings Required:</b></p>

	<p>Miele, F. (2021). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada.</p> <p>Development Counsellors International. (2019). <a href="#">U.S. Executives' Perception of Canada's Business Climate: A view from the lower 48</a></p> <p><b>Suggested:</b>  Novae Res Urbis, <a href="#">"More Than Just Tax Breaks"</a></p> <p>Daily Harald, <a href="#">Wisconsin Offers Foxconn \$3B</a></p> <p>Joseph A. Montgomery, <a href="#">"Strategic Alliances: A Concept for Global and National Marketing"</a></p> <p><b>Videos:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">What is FDI video</a></li> <li>2. <a href="#">Amazon HQ2 pursued by Canadian cities video</a></li> </ol>
<p>Module 3 4 recorded lectures</p>	<p><b>Topic 7: Business Retention &amp; Expansion Strategies</b></p> <p><b>Readings Required:</b>  Miele, F. (2021). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada.</p> <p>Flaming, Harold (2000). <i>Retention and Expansion: A Community-Based Model</i>. Retrieved from <a href="http://www.ecdevjournal.com/en/News/index.aspx?feedId=cf33f2f4-daa0-404b-a434-5df5da21830f&amp;newsId=62968a9c-832a-4035-bf5c-e98d1cc068c0">http://www.ecdevjournal.com/en/News/index.aspx?feedId=cf33f2f4-daa0-404b-a434-5df5da21830f&amp;newsId=62968a9c-832a-4035-bf5c-e98d1cc068c0</a></p> <p><b>Suggested:</b>  <a href="#">"Building Back Better: A Sustainable, Resilient Recovery after COVID-19."</a> OECD, 5 June 2020  <a href="http://www.oecd.org/coronavirus/policy-responses/building-back-better-a-sustainable-resilient-recovery-after-covid-19-52b869f5/">http://www.oecd.org/coronavirus/policy-responses/building-back-better-a-sustainable-resilient-recovery-after-covid-19-52b869f5/</a></p> <p><a href="#">Development Permit System. Ministry of Municipal Affairs and Housing: A Handbook for Municipal Implementation.</a> 2008, Provincial Planning Policy Branch. Wueen's Printer for Ontario, 2008. <a href="http://www.mah.gov.on.ca/AssetFactory.aspx?did=6131">http://www.mah.gov.on.ca/AssetFactory.aspx?did=6131</a></p> <p><a href="#">Streamlining the Municipal Development Review Process: Current Buide of Municipalities' Best Practices.</a> Association of Municipalities of Ontario (AMO). January 23, 2020.  <a href="https://www.amo.on.ca/AMO-PDFs/Reports/2020/Streamlining-The-Municipal-Development-Review-Proc.aspx">https://www.amo.on.ca/AMO-PDFs/Reports/2020/Streamlining-The-Municipal-Development-Review-Proc.aspx</a></p> <p><a href="#">Business Expansion and Location Assistance.</a> City of Toronto's Gold Star Service.  <a href="https://www.toronto.ca/business-economy/business-operation-growth/business-expansion-and-location-assistance/">https://www.toronto.ca/business-economy/business-operation-growth/business-expansion-and-location-assistance/</a></p> <p><a href="#">Business Retention &amp; Expansion – University of Minnesota Extension</a></p> <p>Marco Marino &amp; Lina Dechellis, (2019). <a href="#">"Welcome to our Cities. Please Build"</a></p> <p>Business Development Corporation (2019). "BDC Transition Planning" Retrieved from <a href="https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/ebooks/pages/transition-guide.aspx">https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/ebooks/pages/transition-guide.aspx</a></p>

	<p>BR+E in Ontario (2019). <i>Business retention and expansion in Ontario</i>. Retrieved from <a href="https://www.ontario.ca/page/business-retention-and-expansion-program">https://www.ontario.ca/page/business-retention-and-expansion-program</a></p> <p>Business Retention and Expansion Program SEDA (2019). <i>Business Retention and Expansion Program in Saskatchewan</i>. Retrieved from <a href="https://www.seda.sk.ca/html/SEDA-Services/Business-Retention-Expansion/index.cfm">https://www.seda.sk.ca/html/SEDA-Services/Business-Retention-Expansion/index.cfm</a></p> <p><b>Videos:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Business Retention and Expansion - Minnesota</a></li> <li>2. <a href="#">Facing the Demographic Shift in Rural Business</a> <ul style="list-style-type: none"> <li>• Discussion Question: Since 80-90% of the jobs in a community are created by existing businesses, should do EDPs and Politicians spend any time and effort in FDI and why?</li> </ul> </li> </ol> <p><b>Topic 8: Tourism Development; Downtown Revitalization/Urban Renewal; Opportunity Sites</b></p> <p><b>Readings Required:</b></p> <p>Miele, F. (2021). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada.</p> <p>Sousa, C. D. (2017). Trying to Smart-In-Up and Cleanup Our Act by Linking Regional Growth Planning, Brownfields Remediation, and Urban Infill in Southern Ontario Cities. <i>Urban Planning</i>, 2(3), 5. doi:10.17645/up.v2i3.1026</p> <p><b>Suggested:</b></p> <p>Audrey Jamal, <a href="#">“Are Downtowns Back?”</a></p> <p><a href="#">Kingston Downtown Action Plan</a></p> <p><a href="#">Ontario’s Brownfields Redevelopment Cleanup Plan</a></p>
Module 4 3 recorded lectures	<p><b>Topic 9 – Good Governance, Ethics, and Public Relations</b></p> <p><b>Readings Required:</b></p> <p>Miele, F. (2021). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada.</p> <p>Ed Burghard, <a href="#">“Advertising Ethics in Local Economic Development”</a></p> <p>Michael Pealow, (2017). <a href="#">A New Tool for Educating Elected Officials on Economic Development and the Role of the EDP</a></p> <p>Byrum, K. (2019). <i>Public relations strategies and tactics</i>. San Diego, CA: Cognella Academic Publishing.</p> <p><b>Suggested:</b></p> <p>National League of Cities, <a href="#">“The Role of Local Elected Officials in Economic Development”</a> The <a href="#">Role of Local Elected Officials in Economic Development(Opens PDF document)</a>: 10 things you should know, National League of Cities-Center for Research &amp; Innovation (2010).</p> <p>Windsor Star, Craig Pearson, <a href="#">“Councillor wants more Accountable Economic Development Corporation”</a></p> <p>Adam Dooley, <a href="#">“Top 5 PR and Communications Trends”</a></p>



	<p>IEDC 2015. Ethics Training Manual (PDF on Moodle page)</p> <p>IEDC 2015 – <a href="#">Policies and Procedures for IEDC Code of Ethics Enforcement</a></p> <p><b>Good Governance Videos</b>  <a href="#">What is Governance?</a>  <a href="#">What is Good Governance?</a></p> <hr/> <p><b>PR Videos</b>  This video reviews the definition of PR, and explores the different types and functions of PR, such as employee relations (internal PR), campaigns and politics, government relations, and media relations.  <a href="#">What is Public Relations?</a>  This video explores PR strategies and tactics, in the context of the PR planning process. This video is part of a series that I developed for my Introduction to PR class at Bridgewater State University.  <a href="https://www.youtube.com/watch?v=IEw9MToY50s">https://www.youtube.com/watch?v=IEw9MToY50s</a></p> <p><b>Working with Politicians videos</b>  Former Minister of Economic Development for the Province of Ontario, Sandra Pupatello, resigns as the Executive Director of the Windsor Essex Economic Development Corporation. What precipitated Ms. Pupatello resignation? Was she overreacting to Councillor Hilary Payne’s questions of the number of jobs and businesses attracted by the Corporation (ROI)?</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?time_continue=2&amp;v=XHFFF1jhEHc&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=2&amp;v=XHFFF1jhEHc&amp;feature=emb_logo</a></li> <li>2. <a href="https://www.youtube.com/watch?v=q4M0LDHNk_U&amp;feature=emb_logo">https://www.youtube.com/watch?v=q4M0LDHNk_U&amp;feature=emb_logo</a></li> </ol>
<b>Group Presentation and Report Modules</b>	
Module 5	<p><b>Group Presentations</b>  <b>PPT Recorded Slide presentation. Assignments must be submitted through the Moodle Portal on the due date.</b></p> <ul style="list-style-type: none"> <li>• Final presentations will be 10 min./group and submitted virtually with recording (max 10 slides).</li> </ul> <p><b>Rubric:</b>  The quality of your analysis, the extent to which your analysis shows that you have read and understood the course readings for your group presentation and other relevant readings from previous classes, and the clarity of your presentation, which means that your presentation must be grammatically correct and well structured.</p> <p><b>Lateness Penalty:</b> Assignments received later than the due date will be penalized 5% per day, 7 days a week. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).</p>
Module 6	<p><b>Group Report</b>  Report should be approx. 6-10 pages not including cover page, table of contents, appendices, and bibliography.</p> <ul style="list-style-type: none"> <li>• The final report will contain some or all your ppt illustrations material including infographics, tables and charts, pictures, and videos with proper MLA citations.</li> <li>• See more details on the group topics and report guidelines under GROUP PROJECTS on the Moodle page.</li> </ul> <p><b>Rubric:</b>  The quality of your analysis, the extent to which your analysis shows that you have read and</p>

	understood the course readings for your group presentation and other relevant readings from previous classes, and the conciseness and clarity of your report, which means that your report must be grammatically correct and well structured.
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### **Academic Integrity (Plagiarism)**

#### *Academic honesty and integrity*

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

#### Turnitin

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course Moodle) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

#### **Course information**

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

#### **ABOUT**

Professor Miele has held several senior leadership positions in six municipalities over his 35-year career as a former Commissioner of Economic Development for the City of Niagara Falls, Scarborough, Vaughan and City Manager for three rural Ontario towns.

Among his many accomplishments in municipal development and administration, Professor Miele has been an active voice on several inter-municipal boards and associations. He is recognized by the Economic Developer's Council of Ontario with the prestigious EDCO Achievement Award, two EDCO President Awards for his service in the profession. The International Economic Development Council awarded him the education award for his outstanding long-term contribution toward enhancing the educational advancement of the EDP. He was the President of the Ontario Municipal Management Institute and received the Queen Elizabeth II Diamond Jubilee Medal.

Professor Miele is a credentialed municipal manager through the Ontario Municipal Management Institute and holds an undergraduate degree in Urban & Regional Planning with a minor in Political Science and a master's degree in Local Economic Development, both from the University of Waterloo. The author of "Local Economic Development: An Introspective on Theory and Practice" is used for educational purposes. He is also the publisher and editor of the Economic Development Journal of Canada ([www.ecdevjournal.com](http://www.ecdevjournal.com)). Frank has been teaching Economic Development since 1992.

**For further clarification or guidance, contact the Course Director - [fmiele@yorku.ca](mailto:fmiele@yorku.ca)**

Regional Economic Development  
 School of Public Policy and Administration, York University  
 Frank Miele, BES, MAES, CMMIII

### Why MLA Citation Matters?

MLA remains one of the most popular academic writing styles among college and university students. That is why it is also the standard that is frequently used even by first-year students. Standing for Modern Language Association, MLA is relatively simple when compared to such style formats as Chicago or Harvard.

Knowing how to use MLA article citation correctly is a guarantee that any plagiarism risks will be avoided and that every argument in a research paper or an average essay task will be supported with a relevant reference. In our guide, we shall focus on the MLA 8th edition with the inclusion of both templates and examples that will help you to understand how things work in practice!

### How to Cite an Article MLA Style?

Since articles we use as a reference include magazines, newspapers, or various scholarly academic journals, the key is to include as much information as one has available. Still, if you do not have sufficient information, make sure you know the author or a title with the information about your magazine, newspaper publication, or a relevant journal.

Citing an article MLA style implements the “container” term for each source it deals with. Therefore, our template will include it, meaning that any kind of article can be used. Here is the general template:

#### Bibliography:

Author. Source Title. Container, Other contributors (translators or editors), Version (edition), Number (vol. or no.), Publisher, Date, Location (pp.). 2nd container’s title, Other contributors, Version, Number, Publisher, Date, Location (pp.).

#### The in-text citation:

(Last Name, pp)

#### Online Article

#### Bibliography reference:

Last name, First name. “Article Title or Individual Section of The Page.” *Website Title*, Name of the Publisher, Publication Date in Day Month Year formatting, URL.

#### In-text:

(Last Name, pp.)

Einarsdóttir, Gréta. “The Art of Housekeeping.” *Iceland Review Publishing*, 4 Jan 2019, <https://www.icelandreview.com/society/the-art-of-housekeeping/>.

#### Article in Print

Author Last Name, First Name. “*Title of Article*.” Title of Periodical or any Print Container, Day Month. Year, pages.

(Last Name)

#### Bibliography reference:

Hervey, Jane. “15 Women-Run Indie Magazines To Read When Your Newsfeed’s In Flames.” *Forbes*. Feb 20, 2018, e4-e7

**In-text:**

(Hervey)

**With No Author**

Citing an online article MLA style without a known author is quite simple. Just follow these rules:

You have to start with the title, then continue with your reference in exactly the same way as you would with any type of periodical based on what information is available.

**Bibliography reference:**

“Problems in the mining industry in South Africa.” *European Centre for Development Great Insights Magazine*, Vol. 2 (2), February-March 2013.  
<https://ecdpm.org/great-insights/growth-to-transformation-role-extractive-sector/problems-mining-industry-south-africa/>

**In-text quote:**

(“Problems In The Mining Industry in South Africa”)

**With Multiple Authors**

According to MLA 8th edition, two or more authors cases follow this formatting:

Last name, First name of First Author, and First Name Last Name of Your Second Author. “Web Page Title.” *Website Title*, Publisher, Date in Day Month Year format, URL.

(Last Name)

**As a result, we have the following example:**

Henley, Jon, and Jennifer Rankin. “Coronavirus in Europe: French and Dutch on alert over rise in cases.” *The Guardian*, The Guardian News & Media Limited, 11 Aug 2020. <https://www.theguardian.com/world/2020/aug/11/coronavirus-in-europe-french-and-dutch-on-alert-over-rise-in-cases>

(Henley and Rankin)