Course title: SW/UP 651: Planning for Organizational and Community Change
Category: Advanced CO/MHS Methods
Pre-requisites: SW 560: Introduction to Community Organization, Management & Policy Practice (or permission of instructor)
Semester: Winter 2014
Credits: 3
Course number: 24399
Section: 001
Day: Wednesday evenings
Time: 6:00p-9:00p
Room number & building: #2752; SSWB
Professor: ShariLynn Robinson-Lynk, LMSW, ACSW, MA candidate-LEO Adjunct Lecturer
Email: lynshari@umich.edu
Office hours: By appointment only, please.

ABOUT YOUR PROFESSOR:

Educational preparation:
- MSW (health care & gerontology); Wayne State University, Detroit.
- MA (linguistic anthropology); Wayne State University, Detroit.
- BSSW (gerontology & social work); University of Alabama at Birmingham.

Teaching areas:
- Social work & diversity (particularly, TBLGQ & People of Color)
- Social work & social justice
- Social work & cultural competence
- Social work & gerontology
- Anthropology (cultural)

Additional teaching experiences:
- Adjunct faculty member; Social work, WSU, Detroit, MI
- Adjunct faculty lecturer; Social work, EMU, Ypsilanti, MI
- Continuing education instructor; Social work, WCC, Ann Arbor, MI
- Part-time instructor; Anthropology; WCC, Ann Arbor, MI

PROFESSORS TEACHING STYLE AND PHILOSOPHY:

HIGHER LEARNING (aka CRITICAL THINKING):
I very rarely use PowerPoint. I also do not stand before you & simply lecture “at you”, while you feverishly take copious notes. Instead, I prefer to be a caring and concerned facilitator of your learning experience which *you* are responsible for. I do this best by bringing up points
from the reading which are interesting and noteworthy & encourage seminar-style discussions. You are always strongly encouraged to bring up any and all questions which you might have from the readings. I will also often include my own experiences as a social worker. I do not, and will not, point out specifics so that you will know exactly what will be on the quizzes/exams, but will make every effort to draw your attention to certain important concepts or particular points of interest; these will be both verbally & then written on the board, every class session. I strongly believe adult learners learn best when they understand concepts & ideas. Thus, I am more concerned with you understanding & applying the social work concepts, theories and methodologies more than I am concerned with your ability to simply regurgitate definitions and terms.

ROLE AND RESPONSIBILITIES OF YOUR PROFESSOR:

- Make every attempt to arrive to class on time & begin & end class as scheduled.
- Always treat each student with the dignity & respect she/he deserves.
- Make every/all attempts to ensure each student learns the most she/he can & performs at her/his greatest potential.
- Return all graded assignments within two (2) weeks of receipt.
- Respond to all emails within twenty-four (24) hours of receipt.
  - (excluding Fridays, weekends & holidays!)
- Willingly write letters of reference & agree to be an employment reference to those students who have demonstrated a dedication & adequate level of understanding of the course content.
- Make every effort to ensure the classroom is a safe, peaceful, guilt-free, non-judgmental learning environment.
- Comply with all pertinent FERPA (Family Educational Rights & Privacy Act of 1974 aka the Buckley Amendment) to the best of my ability.

STUDENTS ROLES AND EXPECTATIONS:

Successful completion of this course requires every student fully participate in all fourteen (14) sessions, actively listen and participate in all class discussions and exercises, take notes as needed and submit all assignments on time. Arriving tardy to class or leaving class early, is not only disruptive to your classmates and professor, but negatively affects your learning experience. Not attending class at all means your voice and experiences will not be shared with your classmates and your professor. Thus, students enrolled in this course are required to attend each and every class session on time and are expected to remain in the class throughout its entirety; Any/all exceptions to this requirement must be pre-discussed and pre-approved by the professor. If, for whatever reason, you are tardy or absent, it is also your responsibility to connect with other students to receive any missed work. Please do not ask your professor.

GENERAL OVERVIEW:

This course examines planning as a systematic process for community change that promotes social justice and empowerment. The course critically analyzes the sociopolitical and organizational contexts in which planning occurs, as well as major models and methods of
planning practice. It presents practical tools for engaging community members, assessing community strengths and needs, setting goals and developing action plans, fostering support and partnerships for implementation, and evaluating and monitoring results. Emphasis is placed on participatory planning processes with marginalized and oppressed groups (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

**COURSE OBJECTIVES:**

Upon completion of the course, students will be able to:

1. Distinguish among major approaches to planning for community change and empowerment among diverse constituencies.
2. Demonstrate knowledge of analytical and interactional skills to assess community conditions, formulate and implement action plans, and build constituency support for implementation.
3. Describe factors which limit planning in community-based organizations, civic agencies and other settings.
4. Conduct an assessment and formulate a plan at the organizational or community level, drawing on empirical studies to inform planned interventions.
5. Identify issues of ethics and values arising in the field, especially those related to empowerment and how to foster responsive change.
6. Develop an evaluation plan for creating, expanding, or improving a service program that is shared with or dependent on a number of institutions at the community level.

**COURSE DESIGN:**

To achieve the course objectives, learning activities include readings, group discussion, experiential activities, and written assignments. Community resource persons may be invited to participate in ways that complement curricular content.

Students are expected to be reflective, critical thinkers, actively engaged in classroom activities and responsive to constructive criticism. Students will have opportunities to work on planning projects aimed at impacting target communities, applying knowledge learned in the classroom.

**Theme Relation to Multiculturalism & Diversity:** Students will learn that inter-ethnic communication and other forms of intergroup relationships are central to the success of planning efforts, which often must accommodate to the interests of an increasingly diverse public. In addition, planning is often dependent on the ability to secure the commitments of populations that may differ on demographic, geographic, and psychographic characteristics, and on the ability to balance these against larger institutional and organizational interests.
Theme Relation to Social Justice: Equity is a major theme in contemporary social planning, and this course will focus on how planners can assure that the interests of the most vulnerable and disadvantaged groups are represented and promoted through the planning process.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: Students will learn that planning methods can be used to correct social problems, the conditions that lead to them, and their consequences.

Theme Relation to Behavioral and Social Science Research: This course will emphasize research since planning is anchored in research and scientific knowledge, and many of the assessment and evaluative tools are derived from research methodology. Likewise, the selection of intervention strategies is often informed by empirical analysis or the systematic application of social theory. Students will be expected to examine the empirical literature to inform their interventions.

Relationship to SW Ethics and Values: The ethical and moral implications of various planning related action strategies and probable outcomes will be examined. Relevant insights will be drawn from the NASW Code of Ethics and contrasted with those of other occupational groups. (e.g., Association of Black Social Workers, American Institute of Certified Planners, American Institute of Planners, American Society for Public Administration, and others). Since planning is an attempt to influence who gets what, where, when, and how, this course will focus on the ethical implications of planning decisions. In particular, concerns related to gender equality and sexual integrity, discrimination and reverse discrimination, censorship, and economic justice will be covered.

Intensive Focus on PODS: Faculty Approval: 11/8/2006

GENERAL PERSPECTIVE:

This is an advanced community organization course, which means that the knowledge learned is meant to add on to your already established building blocks for your continued educational and professional education and career. There will be an interface between the PODS (Power, Oppression, Diversity & Social Justice) constructs with communities; change; planning; organizing and empowerment.

CORE COMPETENCIES:

The ethical and moral implications of various planning related action strategies and probable outcomes will be examined. Relevant insights will be drawn from the NASW Code of Ethics and contrasted with those of other occupational groups and associations. Since planning is an attempt to influence who gets what, where, when and how, this course will also focus on the ethical implications of planning decisions.
COURSE MATERIALS:

• **Additional readings and handouts:**
  There may be additional readings and handouts from recent social science journals and pertinent social science texts distributed to students (via CTools) which should be read & noted as being just as important as the required readings from the assigned text.

• **NASW Online readings:**
  There is an assigned reading on the NASW website of the Code of Ethics and the Standards for Cultural Competence. The links can be found on CTools.

• **UM SSW Online readings:**
  There is an assigned reading on the UM SSW website of the mission statement. The link can be found on CTools.
  There is also an assigned reading on the UM SSW website of P.O.D.S. statement. The link can be found on CTools.

• **Speakers:**
  There will be speakers invited to present information on the related discussion topic for that course session. Please be aware that speakers are voluntarily offering their time to share with us. Your respect and appreciation of this through active listening and appropriate questions will be most appreciated. Please note that any information shared with you by the speaker is also pertinent and should be listened to/read as such.

• **Videos:**
  There will be supplemental, but pertinent, videos shown during class. Please note these videos will add to your educational experience and knowledge base of the course subject matter and should be noted as important and viewed as such.

• **Readings:**
  There is no required textbook for this course. There are, however, required readings. They are on CTools and labeled by the course session # with the request, and expectation, that you read all of them *before* arriving to class.

COURSE POLICY ON ATTENDANCE AND ACTIVE CLASS PARTICIPATION:

**Attendance:**
As previously stated, this is a “doing class” and so attending all class session is paramount for your successful completion of this course. Please note 20% (a maximum total of 20 points) of your final course grade includes *both* attendance and class participation. All students are expected to sign in upon entering the classroom.

Additional notes on signing in:
1. It is your responsibility to sign the attendance sheet at the beginning of every class.
2. Students are not to sign in for one another.
3. Not signing in on the day you were present, means you will be marked absent for that day. Please do not expect me to remember you were present.
4. Signing in and then leaving the classroom, for any reason and for any length of time, without prior approval from your professor and unless during our agreed upon break time (s), will also constitute an absence.

**Participation:**
Attending every session without participating will also hinder you from successfully completing this course. Students should arrive to class prepared to actively participate in their learning process. This includes not simply sitting quietly and listening/observing, but posing questions and comments to the professor and other students, as well as answering questions and addressing comments posed by the professor and other students during our class discussions. Class participation also involves working with your team members, as well as any take home assignments and field trips and in class exercises and activities.

**Special note about tardiness and absences:**
With the full understanding that the culture of this university includes the observation of “Michigan Time” (meaning, classes generally begin 10 minutes passed the posted start time), anyone arriving to class beyond this time will be considered tardy. Likewise, anyone leaving earlier than our agreed upon ending time, for any reason which has not been previously discussed and agreed upon with the professor, will be considered having left class early. Both of these are distracting to your learning colleagues and your professor and it will affect your grade.

That being said, “life happens” and so you are permitted only two (2) tardies or opportunities to leave early without it affecting your grade. Likewise, you are also only permitted two (2) absences, either excused or unexcused, without it also affecting your grade, which may include a failing grade. In summation, you are also permitted both one (1) tardy and one (1) absence, but not two (2) tardies or two (2) absences.

In conclusion, please know your attendance and active participation will greatly influence your ability to successfully earn the maximum amount of points for the final grade you wish to earn. Thus, adhering to all of the above attendance and participation requirements, every class session, will ensure you earn the full 20% of the attendance and class participation points for this course.

**Special note regarding religious/spiritual observances:**
Please notify your professor, ahead of time, if you have religious/spiritual observances which may prevent you from being present in class, submitting assignments on the due dates or taking any exams as scheduled so that we can make appropriate arrangements.

**Special note about inclement weather:**
Your professor will follow the standard inclement weather policies of the university. This means, if the university is closed on the day and during the time this class is to meet, there will be no class. If, however, the university is not closed and you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences; unless it is also the day an assignment is due in class, which you will, unfortunately, not be excused from.
STATEMENT ON CONFIDENTIALITY AND CLASSROOM DECORUM:
Due to the possible sensitive nature of some of this course content for some students, all students are expected to maintain confidentiality on all matters discussed in class; though there is no guarantee that all students will follow this expectation. All students are also requested to understand everyone has a different opinion and that we can, and will, discuss what may be perceived as controversial topics without being insulting or dismissive to your professor or fellow students. Students should also recognize that this is a social work course and we are learning what it means to be an effective social worker. With that, please remember, the professor is not asking you to alter your personal value system, opinions or ideas, but will be assessing whether, or not, you understand and comprehend the social work concepts, theories and methodologies discussed in this course. Additionally, all students are also expected to analyze and question information or opinions which vary from theirs through respectful and non-judgmental dialogue. Lastly, all students are expected to refrain from intentionally stating stereotypical and prejudicial remarks as well as engaging in any distracting side bar conversations.

Additionally, students are asked to please adhere to the following requests:

- Silence, or put on vibrate, all cell/mobile phones, and any other electronic devices, and limit all phone usage (including texting) to emergencies only; outside of the classroom, please.
- Permission is granted to eat/drink in class, with the request to please do so quietly and neatly and with the expectation that students will clean up after themselves.
- Permission is granted for laptop computer usage for note taking purposes only; completing other assignments or “surfing the net” during class time is not permitted, at any time.
- Please do not bring children or adult guests to this course without first consulting with the professor; ahead of time.
- **Any student not following the above will be asked to leave immediately & will be marked absent for that evening.**

COURSE POLICY ON LATE ASSIGNMENTS AND MISSED EXAMS:

I will not accept late assignments (including homework and/or papers) without a confirmed medical and/or legal documentation, under any circumstances. Likewise, I will not permit make-up exams without confirmed medical and/or legal documentation. Additionally, make up exams will be different than the exams given to the class. All of this is at the discretion of your professor.

Students anticipating, or unexpectedly, not submitting an assignment on time, missing a quiz or attempting to take a quiz on the same day, but after it has been given, must contact their professor within 24 hours before it is due/scheduled to make other arrangements. Failure to do so will result in the student earning an automatic zero for that assignment. Additionally, even if permission is granted to submit the assignment late or take the quiz at another time, for any reason, that student may receive an automatic five (5) point reduction per day that the assignment is late or when the quiz is taken.

STATEMENT ON EXTRA CREDIT:

There are no extra credit assignments in this course. Please prepare and study accordingly so that you can do your best, the first time.
STATEMENT ON MID TERM GRADES:
Your college experience should be a wonderful combination of learning and/or improving upon your education and life skills. One very important life skill is responsibility for self. Thus, as opposed to the instructor adding up your grades, I strongly encourage you to do so. Since everything in this course equals 100 points, this should not be a difficult task. However, if you require assistance and/or wish to verify your results, please do not hesitate to ask your professor.

IMPORTANT STUDENT RESOURCES:

Add/Drop Period:
Students may drop/add via Wolverine Access any time after they initially register up until the drop/add deadline (September 26 for fall). Any time students make a change to their original registration, it is their responsibility to notify their advisor of these changes. Once the drop/add deadline is past, students must obtain the signature of the course instructor, their faculty advisor and then the SSW Registrar on a drop/add form, and then they will need to take the form to 1207 LSA building for processing as Web registration will not be possible beyond the drop/add deadline. It is the student’s responsibility to register for the appropriate courses to fulfill the M.S.W. degree requirements.

Incompletes (“I”):
Students must finish incomplete coursework within two semesters of enrollment in the class in which they received their initial incomplete. Please see the 2012-2013 Student Guide, Vol. 1 Sec. 8.01.

I: (Incomplete) is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

Note: A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the “I” is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.
Academic Difficulty Procedure:
When a student fails to maintain good academic standing, she/he is automatically placed on probation. Failing to maintain good academic standing is defined as:

- Having less than a B average (below an overall 5.0 GPA)
- Having accumulated 9 credit hours of incomplete grades
- Having a grade of U in Field Instruction
- Having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

A student is initially informed of automatic academic probation via a letter which informs the student of his/her responsibility to develop an academic plan with her/his academic advisor. For more information on academic difficulty and the procedures involved, please see the 2012-2013 Student Guide, Vol. 1, Sec. 15.

Services for Students with Disabilities:
The University's Services for Students with Disabilities (SSWD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. For more information, please visit their website at http://www.umich.edu/~sswd/ or the SSWD Faculty Handbook at http://ssd.umich.edu/files/ssd/SSD_Faculty_Handbook.pdf.

Academic Conduct and Integrity:
Please visit the Student Code of Academic and Professional Conduct at http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1 in the current Student Guide to the Master's in Social Work Degree Program for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Special note about Plagiarism:
Policies governing plagiarism can be found in 2012-2013 Student Guide, Vol. 1, Sec. 12.02. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students’ responsibility to become familiar with the information presented at http://www.lib.umich.edu/academic-integrity/resources-students. Another helpful resource is http://guides.lib.umich.edu/content.php?pid=43469&sid=338261. It would be useful to discuss these issues with students in your classes to help prevent occurrences.

**Plagiarism**
Plagiarism is representing someone else’s ideas, words, statements or works as one’s own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

- Using or otherwise taking credit for someone else’s work or ideas.
- Using the language of another without full and proper quotation or source citation.
- Implicitly presenting the appropriated words or ideas of another as one’s own.
• Using Internet source material, in whole or in part, without careful and specific reference to the source.
• Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
• Self-plagiarism, this is, reusing one’s own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

**Writing Help and Tutoring for Students:**
Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at **micwoods@umich.edu** for details.

Advisors and instructors can also refer students to the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit **http://www.lsa.umich.edu/sweetland/**, email them at **sweetlandinfo@umich.edu**, or call them at (734) 764-0429.

Another writing resource is the English Language Institute. For more information, please visit **http://www.lsa.umich.edu/eli**.

**Health and Wellness Services:**
Health and wellness encompasses situations or circumstances that may impede a student success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Often times, faculty becomes aware of students facing difficulties, and they may not know the best way to help a student. Faculty or students should feel free to contact Health and Wellness Advocates Lauren Davis, LLMSW or Nyshourn Price-Reed, LMSW (**laurdavi@umich.edu**, **ndp@umich.edu**, or 734/936-0961) regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Students and faculty can also contact Health and Wellness using **ssw.wellness@umich.edu**. The MSW Student Guide to Health and Wellness can be found at **http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf**.

**COURSE SESSIONS:**

**Session #1-Wed. 01.08**
Introductions, team assignments, review of syllabus and course information answering the following questions: Why are you/we here? What do you/we hope to “do” in this class (give)? What do we hope to learn (receive)? How will we work together? How will we maximize our own participation in this course? What guidelines will guide our time together? How will we celebrate our joys? How will we negotiate our challenges?
Session #2-Wed. 01.15
READINGS ON CTOOLS
Review of core concepts:

- Defining community.
- Defining organizing.
- Defining planning.
- Defining change.
- Defining macro-social work.
- Defining social justice.
- NASW Code of Ethics-Follow this link: http://www.naswdc.org/pubs/code/code.asp
- SSW Mission statement-Follow this link: http://ssw.umich.edu/about/mission.html
- SSW P O D S. agreement-Follow this link: http://ssw.umich.edu/studentguide/2012/page.html?section=2.05&volume=3

Session #3-Wed. 01.22-PART ONE: Foundations in Community Organizing
(The role of the organizer)
READINGS ON CTOOLS
Guest speakers: ECO Girls Representatives (6p-7p)

Session #4-Wed. 01.29-(Contexts and History in Communities)
READINGS ON CTOOLS

Session #5-Wed. 02.05-PART TWO: Community Organizing Tools
(Planning for Change)
READINGS ON CTOOLS

Session #6-Wed. 02.12-(Bringing stakeholders together & assessing needs)
READINGS ON CTOOLS

Session #7-Wed. 02.19-TEAM REPORTS #1
NO READINGS
INFORMAL EVALUATIONS
DOCUMENTARY: Troop 1500

Session #8-Wed. 02.26
PART THREE: Community Organizing with Specific Populations
(Community organizing and diverse populations & on International Fronts)
READINGS ON CTOOLS

Wed. 03.05- NO CLASS---SPRING BREAK
Session #9-Wed. 03.12-PART FOUR: Community Organizing (Building Partnerships)
READINGS ON CTOOLS
PROJECT ABSTRACT DUE via CTools no later than 6p today!

Session #10-Wed. 03.19-(Planning: The nuts and bolts)
READINGS ON CTOOLS

Session #11-Wed. 03.26---TEAM REPORTS #2
NO READINGS
DOCUMENTARY

Session #12-Wed. 04.02-(Sustaining your goals)
READINGS ON CTOOLS

Session #13-Wed. 04.09-(Assessing and evaluating our work)
READINGS ON CTOOLS

Session #14-Wed. 04.16-LAST DAY OF CLASS---NO READINGS
Review, wrap up and final report including our recommendations and findings for the community we served this semester.
POTLUCK!

Wed. 04.23-NO CLASS-FINAL PROJECTS DUE via CTools no later than 6p today!

**COURSE ASSIGNMENTS:**

**Team reports:** Mini-presentations: For both of these assignments, you are asked to present a verbal presentation (handouts are not required; but it *must* be a CREATIVE Google SlideShow, Prezi, PowerPoint etc. presentation to be uploaded to CTools *after* you present it) as an update for your fellow learning colleagues on your team’s efforts as assigned. All team members are expected to fully participate in this effort since all team members will earn the same grade.

**TOTAL VALUE FOR THESE ASSIGNMENT=40 points (20 points each)**

**Out of class assignment:** Mini-paper: For this assignment, you are asked to attend an out of the class event such as a lecture, a workshop or a seminar on only one (1) of the three (3) dimensions of this course (community organizing, youth or people of color). In this mini-paper, you are to, first, describe the event (and please also provide some legitimate evidence of your attendance. For instance, scan and attach to your mini-paper the receipt, ticket or copy of confirmed registration) and second, place the topic into the context of community organizing.

This mini-paper should be, no more and no less than, THREE (3) typed pages, double-spaced, 12-point professional style font and one (1) inch margins, both horizontal and vertical. This paper should also include a beginning paragraph (introduction). This paper should also
include a final paragraph (conclusion) in which you demonstrate your level of insight into this writing experience. There are to be no references in this mini-paper and you are encouraged to use “I” terminology. Finally, neatness, grammar, spelling, punctuation & coherence of thoughts will also be taken into account when grading this assignment. Please express yourself freely; your professor is the only one who will read these papers; they will not be shared with anyone.

**NOTE:** This assignment is due (via CTools) any time before the end of this semester.
**TOTAL VALUE FOR THIS ASSIGNMENT=20 points**

**Final project:** Organizational and Community assessment paper
For this assignment, you are asked to explore and expand your own thinking about particular concepts, set of concepts, tools, or class topics. Your papers are not to read like book reports. Instead, I expect that the papers will reflect creative, critical and original thinking.

Please include the following:
1. What does planning for organizational or community change mean to you? What does it mean for the organization or community which you have chosen to assess? Please reflect on the core concepts and key frameworks discussed in the readings and in class.
2. Conduct a brief assessment of the organization or community you are passionate about (and not at all related to the community in which we explore in this course). You should plan to provide some background context and draw on at least one of the tools discussed in class to analyze the community (or one in which we did *not* cover which you are aware of). Based on your analysis, you should formulate some recommendations for a planning process and a community change effort.

This final paper should be, no more and no less than, FIVE (5) typed pages (*excluding* the title page, the references sheet and any pages used for visuals such as photos, graphs, etc.), double-spaced, 12-point professional style font and one (1) inch margins, both horizontal and vertical. This paper should also include a title page; a beginning paragraph (introduction) and a final paragraph (conclusion) in which you demonstrate your level of insight into this writing experience. There are to be, at least THREE (3), but no more than FIVE (5), scholarly references (excluding your text or the journal articles read/reviewed in this class) in this final paper. The most current APA citation format must also be used. Finally, neatness, grammar, spelling, punctuation & coherence of thoughts AND CREATIVITY will also be taken into account when grading this assignment.

**TOTAL VALUE FOR THIS ASSIGNMENT=20 points (includes 5 points for abstract)**

**COURSE ASSIGNMENT CALCULATIONS:**

- Attendance and participation=20%
- Out of class assignment=20%
- Team report #1=20%
- Team report #2=20%
- Final project=20%
- TOTAL=100%
PLEASE NOTE: Again, this is a “doing” course. This means, your active participation, at all levels, is equally important (hence the above calculations) and is paramount to your successful completion of this course. Also, please note there are no “formal” assessments (i.e. quizzes, exams), also making your active participation even more important as this will be how you are assessed.

COURSE GRADES:

The University of Michigan, School of Social Work, Master’s Program is on a 9.0 grading scale, which translates as follows:

A+ -----9.0 B+ -----6.0 C+ -----3.0 D -----0
A -----8.0 B -----5.0 C -----2.0 E -----0
A- -----7.0 B- -----4.0 C- -----1.0

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-"] distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GRADING SCALE:

100-98=A+
97-94=A
93-90=A-
89-87=B+
86-83=B
82-80=B-
79-77=C+
76-73=C
72-69=C-
68-65=D+
64-60=D

PLEASE NOTE: This is a course on organizational and community change. As such, we will be working with a particular community, advocating and assisting them with organizing for change. Due to this fact, dates and assignments are very likely to shift with the needs of the community we are serving. Being flexible is a very important part of organizational and community change. Thank you in advance for your understanding and flexibility! 😊

Please note this syllabus serves as an agreement between the professor and the student, but is subject to change. However, the professor will make every attempt to give ample notification to students.