Course title: SW 504: Diversity and Social Justice in Social Work
Semester: Fall 2015
Credits: 3
Course number: 30277
Section: 003
Day: Tuesday mornings
Time: 9:00am-12noon
Room number & building: #1804; 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:
- PLEASE SEE STATEMENT ON CANVAS.

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/they deserves.
- Make every/all attempts to ensure each student learns the most she/he/they can & performs at her/his/their greatest potential.
- Return all graded assignments within two (2) weeks of receipt.
• Respond to all emails within twenty-four (24) hours of receipt.
  o **This excludes Fridays, weekends & holidays unless it is an emergency!**
  o **Note:** I teach two (2) sections of this course, please put your name & **tues am** in the subject line to assist me with ensuring I know, immediately, which class you are in!

• 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 & exercises, take notes as needed & submit all assignments on time. Arriving tardy to class or leaving class early, is not only disruptive to your classmates & professor, but negatively affects your learning experience. Not attending class at all means your voice & experiences will not be shared with your classmates & your professor. Thus, students enrolled in this course are required to attend each & every class session on time & are expected to remain in the class throughout its entirety; Any/all exceptions to this requirement must be pre-discussed & 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.

**COURSE DESCRIPTION:**
This required foundation course is designed to increase students awareness, knowledge, and understanding of issues related to diversity, human rights, social and economic justice. The topics of this course include developing a framework for 1) engaging diversity and differences in social work practice and 2) advancing human rights and social and economic justice. We will explore social identity and ally development models; difference and dominance theories of social justice and oppression; our personal and interpersonal connections to power, privilege, and oppression; understanding and resolving conflict that may emerge, across settings, due to cultural misunderstandings or oppressive dynamics; the process of coalition building across differences; and its applications in multicultural social work settings.

**COURSE CONTENT:**
Students will understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. In this course, students will explore that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Additionally, this foundation course will explore ways that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. This course also incorporates social justice practices in organizations, institutions, and society (see critical race theory) to ensure that these basic human rights are distributed equitably and without prejudice.

**COURSE OBJECTIVES:**

Upon successful completion of this course, students will be better able to:

1. Demonstrate skills for engaging and addressing issues of diversity and social justice. (4.2, 4.3, 4.6, 4.7)

2. Understand what the dynamics of difference and dominance/oppression are and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)

3. Understand how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)

4. Demonstrate knowledge of social identities and the diversity within identities, as well as an understanding of the many ways that our multiple identities intersect to form complex selves. (4.2, 4.3)

5. Demonstrate awareness of oppressive assumptions, biases, and prejudices that we may hold towards other groups or their own group, and how these influence their interactions with others, through conscious and unconscious beliefs, assumptions, emotions and behaviors. (4.2, 4.3)

6. Develop methods for continuing this life long process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)
This course addresses the following CSWE Competencies and Practice Behaviors

**Educational Policy 2.1.4**—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

1. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
2. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
3. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
4. view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5**—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

1. understand the forms and mechanisms of oppression and discrimination;
2. advocate for human rights and social and economic justice; and
3. engage in practices that advance social and economic justice.

**COURSE DESIGN:**
This class will strive to foster a learning environment where each student can reflect critically on their beliefs and perspectives and where our multiple perspectives can be understood, respected, and critically examined. This course will involve lectures, video, and participation in experiential exercises. Additionally, this course will provide a forum to critically examine how our multiple identities shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given to assess how our social identities and different experiences with oppression enhance or hinder our work with diverse populations.
Four Curricular Themes

_Multiculturalism and Diversity_ is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) of individuals and groups influence their experiences and perspectives of others.

_Social Justice and Social Change_ is addressed from the perspective of critically analyzing current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well-being of different populations (advantaged and disadvantaged groups) in society.

_Promotion, Prevention, Treatment, and Rehabilitation_ is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

_Behavioral and Social Sciences Research_ will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society.

_Relationship to Social Work Ethics and Values_  
The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers' responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

This course addresses the following NASW Code of Ethics:

1.05 Cultural Competence and Social Diversity
(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients' cultures and be able to
demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice (PODS)
This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

COURSE MATERIALS:

- **Required text:**

- **Additional readings and handouts:**
  There may be additional readings and handouts from recent social science journals & pertinent social science texts distributed to students (via Canvas) 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 & the Standards for Cultural Competence. The link can be found on Canvas.

- **UM SSW Online readings:**
There is an assigned reading on the UM SSW website of the mission statement. The link can be found on Canvas.

- **Speakers:**
  There may be speakers invited to present information on the related discussion topic for that course session. They are also asked to share with you their joys and challenges as a social work student and as a social work practitioner. 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 & 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 & should be noted as important and viewed as such.

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**COURSE POLICY ON ATTENDANCE AND ENGAGEMENT:**

**Attendance:**
As previously stated, attending all class session is paramount for your successful completion of this course. Please note 30% (a maximum total of 30 points) of your final course grade includes *both* attendance & 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 and engagement:**
Attending every session without participating & engaging 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 & listening/observing, but posing questions & comments to the professor & other students, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves completing take home assignments, attending any field trips & participating in class exercises & activities.

**I invite you to consider the following:**
- With the understanding that this may be culturally relative, being silent & simply listening is a privilege that not everyone has. More specifically, remaining silent & saying that you are either learning through listening or allowing space for others is in & of itself, a privilege which you will not be able to employ when practicing social work.
- There is a difference between being/feeling safe & being/feeling comfortable. Learning through the uncomfortableness is hard, but, it can be when the most memorable “aha” moments occur.
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 & agreed upon with the professor, will be considered having left class early. Both of these are distracting to your learning colleagues & your professor & it will affect your grade.

That being said, “life happens” & 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 permitted a combination of a total of either two (2) tardies or two (2) absences or one (1) tardy and one (1) absence.

In conclusion, please know your attendance & 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 & participation requirements, every class session, will ensure you earn the full 30% of the attendance & 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 so that we can make appropriate arrangements.

Special note regarding athletic participation:
If you are an active member of a university-sponsored athletic team which may prevent you from being present in class (this does not pertain to assignments as they may be submitted ahead of the due date), please speak with me so that we can make appropriate arrangements.

Special note regarding other academic commitments:
If you are notified of another exam during the same time as when our class meets, please let me know of your absence, in advance. Additional information from that professor may also be required.

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 & during the time this class is to meet, there will be no class. If, however, the university is not closed & 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 & that we can, & will, discuss what may be perceived as controversial topics without
being insulting or dismissive to your professor or fellow students. 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 & comprehend the social change concepts, theories & methodologies discussed in this course. Also, all students are also expected to analyze & question information or opinions which vary from theirs through respectful & non-judgmental dialogue. Additionally, all students are expected to refrain from intentionally stating stereotypical & prejudicial remarks as well as engaging in any distracting side bar conversations. Lastly, & again, all students are requested to maintain confidentiality of what may be shared in this class; though there is no guarantee that all students will adhere to this request.

COURSE THEMES WE WILL REPEATEDLY DRAW UPON:
- Difference between dialogue, discussion, debate & discourse.
- Difference between equity, access & equality.
- Difference between intent & impact.
- Difference between action & service *AND* charity work & change work.
- Difference between change & progress.
- Difference between empowerment & agency.
- Difference between activism, advocacy, allyhood & solidarity.
- Difference between being a change agent & a “fixer”/”do-gooder”/helper/savior.
- Difference between a riot, rebellion, revolt, uprising & chaos.
- Difference between community organizing, (re)building & development.

Special note about “triggering” (warning against details for language, content & images):
As stated earlier, we are diverse group of learners. As such, we may, on occasion, “step on one another’s toes”. I encourage you to, please, speak & listen to one another with the assumption that there is no ill-intent to purposely wound or harm one another.

I invite you to remember the following:
- We are all at varying stages of our learning process & journey.

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, & limit all phone usage (including texting) to emergencies only; outside of the classroom, please.
- Please keep all side-bar to a very, bare minimum as they are, not only distracting to your fellow learning colleagues, but, to your professor.
- Permission is granted to eat/drink in class, with the request to please do so quietly & neatly & with the expectation that students will clean up after themselves.
- Permission is granted for laptop computer usage for occasional 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 morning.**
COURSE POLICY ON LATE ASSIGNMENTS:
I will not accept late assignments (including homework &/or assignments) without a confirmed medical &/or legal documentation, under any circumstances. Likewise, I will not permit make-up presentations without confirmed medical &/or legal documentation. All of this is at the discretion of your professor.

Students anticipating, or unexpectedly, not submitting an assignment on time or presenting the project on time, 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 present the project late, for any reason, that student may receive an automatic five (5) point reduction per day that the assignment is late. All of this is at the discretion of your professor.

STATEMENT ON EXTRA CREDIT:
There are no extra credit assignments in this course. Please prepare & 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 &/or improving upon your education & 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 &/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. 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 current Student Guide.

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 2013-2014 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/](http://www.umich.edu/~sswd/) or the SSWD Faculty Handbook at [http://ssd.umich.edu/files/ssd/SSD_Faculty Handbo.pdf](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](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 the latest Student Guide. 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, 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 ASSIGNMENT CALCULATIONS:
Attendance and engagement=30%
Quiz #1=10%
Quiz #2=10%
Out of the class reflection #1=10%
Out of the class reflection#2=10%
Seelio final assignment=30%
TOTAL=100%

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:

100-95=A
94-90=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 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.