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This syllabus builds on the collaborative efforts of Trina Shanks, Shane Brady and Adisa Chaney from whose past SW 560 syllabi I have drawn from and from those who they drew their inspirations from.

COURSE BACKGROUND

Course Description

This course is a social work foundation offering in methods for macro practice, specifically community organization, management, and policy advocacy. It is partly survey in nature, touching on a range of methods, strategies and skills. It provides an appreciation of the historical and contemporary importance of these social work methods. The relevance of these methods to diverse populations and identities is addressed. Aspects of culturally sensitive and socially just practice are emphasized.
Course Content
Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW502, which is designed to be taken concurrently.

Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

Course Competencies and Practice Behaviors
This course addresses the following competencies and practice behaviors:

**COMPETENCY 1**—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
1. advocate for client access to the services of social work;
2. attend to professional roles and boundaries

**COMPETENCY 2**—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
1. recognize and manage personal values in a way that allows professional values to guide practice;
2. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
3. apply strategies of ethical reasoning to arrive at principled decisions

**COMPETENCY 3**—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
1. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
2. analyze models of assessment, prevention, intervention, and evaluation;
3. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**COMPETENCY 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
4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences

COMPETENCY 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
5.2 advocate for human rights and social and economic justice; and
5.3 engage in practices that advance social and economic justice.

COMPETENCY 6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
6.2 use research evidence to inform practice.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
7.2 critique and apply knowledge to understand person and environment.

COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
8.1 analyze, formulate, and advocate for policies that advance social well-being
8.2 collaborate with colleagues and clients for effective policy action.

COMPETENCY 9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
9.2 promote sustainable changes in service delivery and practice to improve the quality of social services.

COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice
with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

COMPETENCY 10(b)—Assessment
Social workers
10.b.1 collect, organize, and interpret client data
10.b.2 assess client strengths and limitations
10.b.3 develop mutually agreed-on intervention goals and objectives; and
10.b.4 select appropriate intervention strategies.

COMPETENCY 10(c)—Intervention
Social workers
10.c.1 initiate actions to achieve organizational goals
10.c.2 implement prevention interventions that enhance client capacities;
10.c.3 help clients resolve problems;
10.c.4 negotiate, mediate, and advocate for clients; and
10.c.5 facilitate transitions and endings.

COMPETENCY 10(d)—Evaluation
Social workers
10.d.1 critically analyze, monitor, and evaluate interventions.

Course Objectives

On completion of this course, students using a generalist social work practice framework will be able to:

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work. (Practice Behaviors 4.1, 9.1)
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems. (Practice Behaviors 1.1, 3.1, 5.2, 5.3, 6.2, 8.1)
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values. (Practice Behaviors 3.1, 3.3, 4.3, 5.2, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 10.d.1)
4. Apply NASW’s Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations. (Practice Behaviors 1.3, 2.1, 2.2, 2.4, 4.2, 5.3)
5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions. (Practice Behaviors 3.1, 3.2, 7.1, 7.2; 10.b.1, 10.b.2, 10.b.3, 10.b.4, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5)
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns. (Practice Behaviors 5.3, 7.2)
7. Identify salient connections between macro practice and interpersonal practice. (Practice Behaviors 3.2, 7.1, 7.2)

Course Design

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, team work, student presentations, speakers, and videos.
### Theme Relation to Multiculturalism & Diversity:

Are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multicultural and diversity issues from at least five perspectives: 1) the worker (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

### Theme Relation to Social Justice:

Are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.

### Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:

Are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

### Theme Relation to Behavioral and Social Science Research:

Research is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.

### Relationship to Social Work Ethics and Values:

The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers’ responsibility as professionals to promote the general welfare through 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.

### Faculty Approved

October 17, 2012

### Accommodations

If you have a condition or disability that may affect or interfere with your participation in this course, please contact the instructor as soon as possible to discuss accommodations for your specific needs. It is the School of Social Work’s policy that instructors keep this information strictly confidential.

Information and resources for accommodations is also available with the office of Services for Students with Disability (SSD).

On September 14, 2015 their location and contact information was as follows:

- **Location**—G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045
- **Phone**— (734) 763-3000, (734) 615-4461 (TDD), (734) 619-3947 (VP)
- **Email**— ssovoffice@umich.edu
- **Working Hours**— Monday through Friday, 8:00 a.m. to 5:00 p.m.
Please note that contact, location and working hours may change without notification. Most up to date contact, location and working hours information for the office is available via the search function of the University of Michigan website http://www.umich.edu and the University of Michigan Phone Directory service.

Creating a Positive Learning Environment

This section has been quoted from Janet Ray’s syllabus for SW 560 offered in the Fall 2013 semester. The instructor acknowledges her generous help in explaining how to create a positive learning experience. Ms. Ray has in turn acknowledged the collaborative efforts of SW 560 instructors Luke Shaefer, Lorraine Gutierrez, Shane Brady, Tony Rothschild, Trina Shanks, Diane Vinokur and Michael Woodford in the creation of her syllabus.

"Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. Thus, it is important to foster an environment in which all participants are willing to express their opinions and perspectives. At times, this engagement can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues. To encourage this environment, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for learning, it cannot reinforce systems of bias and domination. As course instructor, I will strive to develop a respectful course environment. You too can contribute to this ethos by extending to your colleagues the same respect and sensitivity you desire. Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial, civil, and professional manner, which involves listening to, recognizing, and respecting others’ views, even if we do not agree with the perspectives being advanced. At times it may be necessary to challenge the ideas someone presents, but it is important to do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted by M. Woodford from MSW Handbook, Faculty of Social Work, University of Toronto)."

Electronic Devices

In consideration of your fellow students in this class please set all mobile phones that you bring to class on vibrate. If you need to take a call, please step outside and then answer the phone to ensure that the class is not disrupted.

Religious Observances

Please let the instructor(s) know of your religious observances that may conflict with class attendance or assignment due dates or group work so that appropriate arrangements can be made. It would make the instructor(s) (and possibly of your fellow team members’) lives easier if you bring this up during the first week of the semester.
## Class Details (A.K.A. Stuff You Are Dying to Know)

### Class Sessions and Readings

Each class session has assigned readings from scholarly journals and media articles. A listing of the required readings for each class session is available on the Canvas LMS (Learning Management System) at: http://canvas.umich.edu using your UM uniqname/password login.

<table>
<thead>
<tr>
<th>Session 1: Sep 14, 2015</th>
<th>Introduction</th>
<th>Introduction to course and content. (No assigned readings.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2: Sep 21, 2015</td>
<td>Community</td>
<td>Introduction to Community Organizing.</td>
</tr>
<tr>
<td>Session 3: Sep 28, 2015</td>
<td>Community</td>
<td>Library Resources Presentation (Sue Wortmann)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community organizing frameworks and formal theory.</td>
</tr>
<tr>
<td>Session 5: Oct 12, 2015</td>
<td>Community</td>
<td>Community organizing case studies and analysis.</td>
</tr>
<tr>
<td>Session 6: Oct 19, 2015</td>
<td>Fall Break</td>
<td>There is assigned reading for this week that is essential for you to complete the 'Grant Assignment'. Refer to list of readings for class sessions posted on Canvas for more details.</td>
</tr>
<tr>
<td>Session 7: Oct 26, 2015</td>
<td>Team Work Week</td>
<td>Meet and work in teams on your “Community Assessment” assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report work to instructor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visit community if you have not yet done so as a team.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is assigned reading for this week relevant for the 'Grant Assignment'. Refer to list of readings for class sessions posted on Canvas for more details.</td>
</tr>
<tr>
<td>Session 8: Nov 2, 2015</td>
<td>Management</td>
<td>Grants, budgets and organizations.</td>
</tr>
<tr>
<td>Session 9: Nov 9, 2015</td>
<td>Advocacy, Policy &amp; Management</td>
<td>Where does community organizing end and policy &amp; advocacy start?</td>
</tr>
<tr>
<td>Session 10: Nov 16, 2015</td>
<td>Advocacy, Policy &amp; Management</td>
<td>Social programs, organizations and innovation.</td>
</tr>
<tr>
<td>Session 11: Nov 23, 2015</td>
<td>Team Work Week (Thanksgiving: Thu, Nov 26)</td>
<td>Meet and work in teams on your “Advocacy Paper / Proposal” and “Grant Assignment” deliverables.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is a special reading assignment to be done this week. Refer to list of readings for class sessions posted on Canvas for more details</td>
</tr>
<tr>
<td>Session 12: Nov 30, 2015</td>
<td>Advocacy, Policy &amp; Management</td>
<td>Framing policy; coalitions and forms of advocacy.</td>
</tr>
<tr>
<td>Session 14: Dec 14, 2015</td>
<td>Wrap Up</td>
<td>Submit &quot;Grant Assignment&quot; &amp; &quot;Individual Eval. of Team&quot;. NO READINGS</td>
</tr>
</tbody>
</table>
ASSIGNMENTS

Assignments for the course are of two types – individual assignments that you will complete by yourself and team assignments that you will complete in collaboration with your assigned team. All work must be your personal work that you contribute (either to your individual assignment or to your team’s) and work of others needs to be properly attributed. (Please pay close attention to the "Academic Honesty and Integrity" section of this syllabus in terms of attribution expectations.) A listing of assignments is as follows.

<table>
<thead>
<tr>
<th>Individual Assignments</th>
<th>Team Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation and Q&amp;A (12 lectures)</td>
<td>Community Assessment Assignment (1 assessment)</td>
</tr>
<tr>
<td>Class Session Presentations (varies, up to 10 synopses)</td>
<td>Grant Assignment (1 grant paper)</td>
</tr>
<tr>
<td>Online Forum Postings (2 postings)</td>
<td>Policy Paper / Proposal (1 policy paper or proposal)</td>
</tr>
<tr>
<td>Reflection Paper &amp; Individual Evaluation of Team (1 each)</td>
<td></td>
</tr>
</tbody>
</table>

All assignments are due at the beginning of lecture time on the date they are due unless otherwise stated and should be submitted via the CTools dropbox for the course. If you think you will be late submitting an assignment please inform the instructor(s) before the due date. The instructor may at her/his discretion accept late assignments and may impose a penalty of up to 50% of points earned for the assignment on a case by case basis. This includes team assignments and the whole team will be penalized for late submissions.

**Class participation and Q&A (Max.: 16 points)**

You can earn 2 points during the following 9 class sessions towards "Class participation and Q&A": Sep 21, 28, Oct 5, 12, Nov 2, 9, 16, 30 and Dec 7, 2015. The best 8 scores will be added for each student to calculate the student’s “Class participation and Q&A” grade. In order to earn full 2 points for a class session you have to do all of the following:

1. Attend the entirety of the lecture (i.e., not be late and not leave early without the instructor’s prior permission).
2. Successfully participate in class discussions and answer to the instructor’s satisfaction any course content or lecture related questions asked of you during the class session.

**Class Session Presentations (Max.: 10 points each, at least 3 presentations. Max. Total: 30 points)**

'Class Session Presentations' are a form of peer reinforced learning. Informed class discussions of articles and other course material assigned for each lecture are essential parts of this peer reinforced learning in this course. You will both be a teacher and a student. To effectively execute the dual roles, reading and understanding the assigned articles and other course material before each lecture is essential. If you fail to read the assigned articles you damage the learning of your fellow students as well as your own.

During each lecture, the instructor(s) will invite one or more members of each assigned team to present the essential lessons of one or more of the readings assigned for that lecture to the entire class (or a part of the class). The instructor will not reveal in advance of the class session either which member of the team will be invited or which reading(s) will be assigned to which team. This encourages all students to do all the readings. However, as a team you might want to collaborate in preparing to present.

If you attend every class session during the course of the semester, the instructor will guarantee that you will be provided a minimum of three chances to present. At each of these opportunities you could potentially earn a maximum of 10 points. If you are absent for one or more lectures you may miss out on opportunities to present and thus not earn the maximum of 30 points available for this set of assignments.

The instructor will assign up to 10 points for each presentation opportunity based on the quality of the entire presentation. If the instructor judges the quality of the presentation to be unacceptable or if the invited student is
unable or unwilling to present, the instructor will invite one of the other members of other teams. While it is possible to get more than 3 chances to present the maximum total points you can accumulate towards your grade for the course through presentations is 30 points.

The point total of the invited student who is unable or unwilling to present will be deducted by 5 points. However, never fear, you will not lose more than the 30 points assigned to these set of assignments. You will not lose points that you earn through your efforts in other assignments.

**Online Forum Postings (Max.: 2 postings = 2 + 2 = 4 points)**

Through the semester each student will be expected to respond to questions and / or discussions that the instructor(s) post via an online forum. You can earn up to 2 points in each of these posting assignments through your responses to the questions or to your peers’ comments.

**Reflection Paper (0 points) & Individual Evaluation of Team (Max.: 5 points)**

The initial ‘Reflection Paper’ will carry no points assigned. It is a way to help you reflect on working in a team and get to the people you will work with through the term. Specific details about the paper and the assignment will be provided during lecture.

The ‘Individual Evaluation of Team’ is a required individual assignment. It is an opportunity at the end of the semester for you to provide input into your individual contributions in team assignments and provide feedback on your experiences working in your assigned team. It is expected that your responses will be confidential and that you as a student will not have access to the submissions of other students in the class. You can earn a maximum of 5 points towards your grade for the course in this assignment based on the feedback received from other members of your team.

**Community Assessment Assignment (Max.: 25 points)**

The ‘Community Assessment Assignment’ is a team assignment. At the beginning of the semester you will be assigned a team with two to four fellow students. As a team you will chose a community to focus on and will profile and assess the community. You are expected to use the knowledge learned in the class as well as that you bring to the class from past experiences for this assignment. You will assemble quantitative and qualitative data to present as a part of your assessment. Assessments are expected to be at least 10 pages (without including cover page), though significantly larger assessments are more typical. Details of the assignment will be provided during class sessions.

**Grant Assignment (Max.: 10 points)**

The ‘Grant Assignment’ is a team assignment. You will leverage the knowledge about the community you assembled in the ‘Community Assessment Assignment’ by submitting a grant on behalf of the same community (or its members). Details of the assignment will be provided during class sessions.

**Advocacy Paper / Proposal (Max.: 10 points)**

The ‘Advocacy Paper / Proposal’ is a team assignment. After assessing a community’s needs and submitting a grant relevant to these needs, you will prepare to influence the systems affecting the community by advocating for policies and / or designing policies that would benefit the community. Details of the assignment will be provided during class sessions.

**Grading**

The instructor wants each student to attain their greatest learning potential for this course. The instructor is a facilitator to your achieving the maximum grade you deserve based on the learning you achieve. In theory, it is possible for each student to get an "A+" grade in this course as the grading is based on points earned over the course of the semester. Such
an event will have your instructor dancing with joy in front of the Dean's office proclaiming the wonderful achievements of the students. The grading is not curved and each student is encouraged to aim for an "A+" while keeping in mind that aiming is not the same as achieving.

Successfully completing assignments and online forum postings, as well as actively participating in class and in your assigned teams are ways to earn points. Please refer to the "Assignments" section of this syllabus for details. Points will be applied toward deciding your grade for the course. Points can be earned as follows.

<table>
<thead>
<tr>
<th>ASSIGNMENT TYPE</th>
<th>ASSIGNMENT NAME(s)</th>
<th>MAXIMUM POINTS</th>
<th>MAXIMUM POINTS AS A % OF TOTAL COURSE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment</td>
<td>Class participation and Q&amp;A</td>
<td>16 points</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Class Session Presentations (over at least 3 synopses opportunities – 10 points max. each)</td>
<td>30 points</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>2 Online Forum Postings (2*2 = 8 points)</td>
<td>4 points</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper/Individual Evaluation of Team</td>
<td>5 points</td>
<td>5%</td>
</tr>
<tr>
<td>Team Assignment</td>
<td>Community Assessment Assignment</td>
<td>25 points</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Grant Assignment</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Advocacy Paper / Proposal Assignment</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>100 POINTS</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Translation of points earned to grade assigned for course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Grades of "A+" are typically earned by students who have turned in exceptional work in assignments and online forum postings and have actively participated in class and in their assigned teams.

**Academic Honesty and Integrity**

The "Student Code of Academic and Professional Conduct" of the School of Social Work, The University of Michigan, Ann Arbor, applies to all your work in this course. Cheating, plagiarism and academic dishonesty is prohibited and engaging in them can have serious consequences. Plagiarism is "representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation."\(^1\) Section 1.12.02 of the 2013-14 MSW Student Guide states:

Examples of plagiarism include, but are not limited to:
1. Using or otherwise taking credit for someone else's work or ideas.
2. Using the language of another without full and proper quotation or source citation.
3. Implicitly presenting the appropriated words or ideas of another as one's own.
4. Using Internet source material, in whole or in part, without careful and specific reference to the source.
5. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
6. Self-plagiarism, that is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

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Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University.

Please familiarize yourself with "Student Code of Academic and Professional Conduct" section of the MSW handbook of the school. Instructors are required to report all violations of the code by students to the school administration.

**Suggested Calendar of Tasks for the Course**

<table>
<thead>
<tr>
<th>Week</th>
<th>Things to Do This Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong>&lt;br&gt; Sep 14, 2015</td>
<td>Start working in teams during this week! Decide on weekly team meeting day and time. Decide when you are going to meet for your team social event. Come up with a team name.</td>
</tr>
<tr>
<td><strong>Session 2</strong>&lt;br&gt; Sep 21, 2015</td>
<td>Work on your individual reflection papers and team contracts. As a team, choose the community you will be working with.</td>
</tr>
<tr>
<td><strong>Session 3</strong>&lt;br&gt; Sep 28, 2015</td>
<td>Reflection Paper Due! Collect data and gather information about selected community.</td>
</tr>
<tr>
<td><strong>Session 4</strong>&lt;br&gt; Oct 5, 2015</td>
<td>Visit community, conduct windshield survey and conduct key informant interviews. Research, research and more research on selected community. (The more work you do now, the easier it will be when you write your “Grant Assignment” and “Advocacy Paper/Proposal” in November.)</td>
</tr>
<tr>
<td><strong>Session 5</strong>&lt;br&gt; Oct 12, 2015</td>
<td>Assess needs, decide strategy and interventions. Write and submit outline for your “Community Assessment” assignment. Read the Coley text to prepare for your “Grant Assignment”.</td>
</tr>
<tr>
<td><strong>Session 6</strong>&lt;br&gt; Oct 19, 2015</td>
<td>Start writing the near-final version of your “Community Assessment” assignment. Decide what your “Advocacy Paper / Proposal” and “Grant Assignment” will be on. Write outlines for your “Advocacy Paper / Proposal” and “Grant Assignment”.</td>
</tr>
<tr>
<td><strong>Session 7</strong>&lt;br&gt; Oct 26, 2015</td>
<td>Continue writing your “Community Assessment” assignment. Start your “Advocacy Paper / Proposal” and “Grant Assignment” deliverables.</td>
</tr>
<tr>
<td><strong>Session 8</strong>&lt;br&gt; Nov 2, 2015</td>
<td>Complete the final version of your “Community Assessment” assignment. Continue writing your “Advocacy Paper / Proposal” and “Grant Assignment” deliverables.</td>
</tr>
<tr>
<td><strong>Session 9</strong>&lt;br&gt; Nov 9, 2015</td>
<td>Submit “Community Assessment” by due date. Take a Thanksgiving Break!</td>
</tr>
<tr>
<td><strong>Session 10</strong>&lt;br&gt; Nov 16, 2015</td>
<td>Complete the final version of your “Advocacy Paper / Proposal”.</td>
</tr>
<tr>
<td><strong>Session 11</strong>&lt;br&gt; Nov 23, 2015</td>
<td>Advocacy Paper / Proposal Assignment Due! Complete the final version of your “Grant Assignment” deliverable. Write your “Individual Evaluation of Team” paper.</td>
</tr>
<tr>
<td><strong>Session 12</strong>&lt;br&gt; Nov 30, 2015</td>
<td>‘Individual Evaluation of Team’ Paper and ‘Grant Assignment’ Due! Breathe a sigh of relief – your course is finished. 😊</td>
</tr>
</tbody>
</table>

All assignments are due at the beginning of lecture time on the date they are due unless otherwise stated and should be submitted via the Canvas drop box for the course.

**Course Materials & Texts**

*Required Texts:*


Recommended Texts


LEO – Lecturers’ Employee Organization, AFT Michigan Local 6244, AFL-CIO