



Course Title: Introduction to Community Organization, Management, and Policy/Evaluation Practice

Course Number: SW 560 (Hybrid)

Term: Fall 2017

Credit Hours: 3

Prerequisites: None

Instructor: Barb Hiltz, MSSW

Contact Details: [bshiltz@umich.edu](mailto:bshiltz@umich.edu), 734-883-2213 (c)

Time/Place: Mondays (in-person), 6 - 9 p.m. 1804 SSWB

Office Hours: By appointment

## INTRODUCTION

Welcome to Social Work 560. The course is an introduction to macro practice overall, including the four methods Community Organization, Management, and Social Policy and Evaluation.

Please feel free to make appointments or ask questions via e-mail. Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put "SW560." For brief questions, I will often be available during class breaks and following class.

If you have a disability, an accessibility concern, or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. Please also contact the Services for Students with Disabilities office at G-664 Haven Hall, 734-763-3000 to coordinate reasonable accommodations for students with documented disabilities.

Please reach out to me if you have a food, perfume, or any type of allergy that may be affect your learning in the classroom. This will allow me to ensure that people not bring certain foods or items into our classroom.

The University of Michigan is committed to advancing the mental health and wellbeing of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- Counseling and Psychological Services (CAPS) at (734) 764-8312 and/or visit: <https://caps.umich.edu>
- The embedded CAPS professional at the School of Social Work, Megan Shaughnessy-Mogill at (734) 764-8312 or [mshaughm@umich.edu](mailto:mshaughm@umich.edu)

- University Health Service (UHS) at (734) 764-8320 and [uhs.umich.edu/mentalhealthsvcs](https://uhs.umich.edu/mentalhealthsvcs)
- Other campus health and wellness resources can be found here: <https://ssw.umich.edu/student-life/health-safety>

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self-care, and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- Please find the SSW Health and Wellness guide: <https://ssw.umich.edu/sites/default/files/documents/msw/health-and-wellness-guide.pdf>
- Contact the Health and Wellness Program at: [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

### **COURSE DESCRIPTION**

This course is a social work foundation offering 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. 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 OBJECTIVES**

On completion of this course, students 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.
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems.
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values.
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.

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.
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns.
7. Identify salient connections between macro practice and interpersonal practices.

## **COURSE COMPETENCIES & PRACTICE BEHAVIORS**

This course addresses the following competencies and practice behaviors:

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 advocate for client access to the services of social work and attend to professional roles and boundaries.
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: recognize and manage personal values in a way that allows professional values to guide practice; 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; apply strategies of ethical reasoning to arrive at principled decisions.
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: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
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: recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; and recognize and communicate their understanding of the importance of difference in shaping life experiences.

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: advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice.
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: use research evidence to inform practice.
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: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment.
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: analyze, formulate, and advocate for policies that advance social well-being and collaborate with colleagues and clients for effective policy action.
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: continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

and promote sustainable changes in service delivery and practice to improve the quality of social services.

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. Through **assessment** social workers: collect, organize, and interpret client data, assess client strengths and limitations, develop mutually agreed-on intervention goals and objectives; and select appropriate intervention strategies. Through **intervention** social workers: initiate actions to achieve organizational goals, implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients; and facilitate transitions and endings. Through **evaluation** social workers: critically analyze, monitor, and evaluate interventions.

## COURSE DESIGN

This course is designed as a hybrid course, meaning that the majority of the course will be completed through an online platform. There will be **five (5) in-person** class sessions. The online course portion is referred to as a MOOC (Massive Open Online Course). The MOOC is comprised of weekly “modules” (like classes) that include mini-lectures, online reflections, assignments, and readings. In-Class sessions may include lecture, skill building activities and exercises, guest 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 SW 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.

## CLASS SCHEDULE

Topics may be modified throughout the course, but ample notice will be provided. Please check Canvas for updates.

<b>Class Session</b>	<b>Date</b>	<b>In Person/ Online</b>	<b>Topic</b>	<b>Assignments</b> <i>Due by the end of the week (Sunday at 11:59 p.m.) unless otherwise noted</i>
Class 1	Sept. 11	In Person	Intro / Course Overview	None
Class 2	Sept. 18	Online	MOOC Module 1: Community Organizing as a Form of Social Work	<ul style="list-style-type: none"> <li>- Reflection (in MOOC)</li> <li>- Skills Inventory (in MOOC)</li> <li>- Ethics Discussion Prompt (in MOOC)</li> </ul>
Class 3	Sept. 25	In Person	Community Organizing/	None

			Group Formation	
Class 4	Oct. 2	Online	MOOC Module 2: Management as a form of Social Work	<ul style="list-style-type: none"> <li>- Adaptive Leadership Case Study (in MOOC)</li> <li>- Marginalization in Management Reflection (in MOOC)</li> </ul>
Class 5	Oct. 9	Online	MOOC Module 3: Policy Advocacy as a form of Social Work	<ul style="list-style-type: none"> <li>- Reflection (in MOOC)</li> <li>- Advocacy Event OR Policy Memo (in MOOC, begin)</li> </ul> <p><i>Note: this assignment due date is delayed, reflected below</i></p>
	<b>Oct. 16</b>	<b>No Class</b>	<b>Fall Study Break!</b>	
Class 6	Oct. 23	Online	MOOC Module 4: Assessment	<ul style="list-style-type: none"> <li>- Reflection (in MOOC)</li> <li>- Photovoice (in MOOC)</li> <li>- Advocacy Event OR Policy Memo (in MOOC, due)</li> </ul> <p><i>Note: this assignment is in Module 3</i></p>
Class 7	Oct. 30	In Person	Understanding Communities & Organizations/ Group Work	None
Class 8	Nov. 6	Online	MOOC Module 5: Strategy / Sustainability	<ul style="list-style-type: none"> <li>- Reflection (in MOOC)</li> <li>- SWOT Analysis (in MOOC)</li> <li>- Application of Kotter Change Model (in MOOC)</li> </ul>
Class 9	Nov. 13	In Person	Program Development, Implementation, Monitoring & Evaluation	None
Class 10	Nov. 20	Online	MOOC Module 6: Human Resources	<ul style="list-style-type: none"> <li>- Reflection (in MOOC)</li> <li>- Conflict Resolution Case Study (in MOOC)</li> </ul>
Class 11	Nov. 27	Online	MOOC Module 7: Fund Development	<ul style="list-style-type: none"> <li>- Grant Proposal Review (in MOOC)</li> <li>- Ask for Money (in MOOC)</li> </ul>
Class 12	Dec. 4	Online	MOOC Module 8: Evaluation	<ul style="list-style-type: none"> <li>- Reflection (in MOOC)</li> <li>- Focus Group Review (in MOOC)</li> </ul>

Class 13	Dec. 11	In Person	Summary & Class Presentations	- Culminating Assignment (presentation and supporting documents, due on class day)
----------	---------	-----------	-------------------------------	------------------------------------------------------------------------------------

## **COURSE MATERIALS**

This course utilizes Canvas as a resource for all course readings, as well as for the submission of assignments. Assignment descriptions, lecture notes/slides and readings for each class can be found on the site. Please review the site carefully. Login to the Canvas portal at:

<https://canvas.umich.edu> to find the course materials.

There is no required text for this course. Readings for each topic are listed on the “Assignments” link on Canvas, in the “Readings” section, by date. Readings may be changed by the instructor up to two weeks before they are due. Students are expected to have completed all assigned readings prior to class, as these will serve as the basis for class discussion, activities, and assignments.

Recommended Texts:

Klein, K (2011). *Fundraising for Social Change* (6th ed). San Francisco, CA: Jossey-Bass.

Wells, D (2015). *Community Organizing*. Cambridge, MA: Polity Press

## **ASSIGNMENTS**

The online MOOC modules all incorporate two to three activities. This includes either:

- 1) a reflection about the reading or TED talk you watched plus one or two short assignments, or
- 2) two short assignments

You will also have one semester-long, group assignment that works to tie together the learning in the course. Details are as follows.

### **In-MOOC Reflections**

Some MOOC modules include reflection questions about the reading or TED talk you watched.

These include:

- Module 1
- Module 3
- Module 4
- Module 5
- Module 6
- Module 8



Reflections receiving highest marks will be those that thoroughly answer the question asked, are well written, insightful, and make connections to practice. Reflections are due before the following week's class begins. For example, the reflection for Module 1 must be done at some point during the week that Module 1 has been assigned.

**Reflection answers are worth 15% of your grade.**

### **In-MOOC Assignments**

There are 11 short assignments within the MOOC environment itself. Assignment directions are all included in the MOOC. I have noted those assignments on the class schedule to be sure you do not miss them. All in-MOOC assignments are due before the following week's class begins. For example, the assignments for Module 1 must be done at some point during the week that Module 1 has been assigned. Below is a listing of the in-MOOC assignments, as well as their total point values:

- Skills Inventory, 5 points
- Ethics Reflection, 10 points
- Adaptive Leadership Case Study, 10 points
- Marginalization in Management Reflection, 10 points
- Advocacy Event or Policy Memo (your choice), 20 points (*Note the due date on this assignment is delayed*)
- Photovoice, 20 points
- SWOT Analysis, 10 points
- Application of Kotter Change Model, 15 points
- Conflict Resolution Case Study, 15 points
- Grant Proposal Review, 20 points
- Ask for Money, 15 points
- Focus Group Review, 10 points

**These in-MOOC assignments are worth 160 total points, which is worth 40% of your grade.**

### **Culminating Assignment**

This course will have one major, culminating assignment, designed to help you pull together what you have learned through the semester.

As a way to reflect on the experience of this assignment, a self evaluation and peer evaluation are required, due on the same day as the final presentation. Class time during our in person sessions will be used to work on your assignment, but additional time outside of class will be necessary if you hope for a positive result.

Details of each piece of this assignment are as follows:

### 1) *Identification of a community or organizational problem*

This piece of the assignment is designed to identify and understand a problem within a community or a community organization. You will spend some time identifying and analyzing one specific issue or problem. You may have the easiest time looking at issues related to your field placement, or an organization for which you have worked or volunteered. The following are some examples of issues you might consider. There are, of course, numerous other problems not listed that you could pursue.

- a. Community Issues: High crime in a specific area, lack of certain human services such as immigration services, cancer support services, domestic violence services, limited access to food.
- b. Organizational Issues: Diversity within a board of directors, high staff turnover, funding issues, board engagement, program expansion.

The piece of the assignment has several purposes:

- To learn the skills necessary for understanding and analyzing a community or organization;
- To gain experience in reflective practice at the community or organizational level; and
- To learn and practice skills important to working in a team.

### 2) *The development of an intervention plan for this identified problem*

An intervention plan should be designed and implemented in a clear and thoughtful way. Intervention plans focus on changing the behavior of individuals by intervening in their environment. This can vary greatly. An intervention plan may be a new policy, a change in programming, new practices, or a combination.

This assignment has several purposes:

- To explore what an intervention plan may look like for an organization or community;
- To learn when and why to use an intervention plan;
- To practice the creation and development of a realistic intervention plan.

To learn and practice skills important to working in a team.

### 3) *An original presentation and materials, detailing both the problem and the proposed solution*

Assessments and intervention plans do little to help communities and organizations unless they are strategically distributed. For example, you may share it with a potential funder, with a community group, with the staff team that will implement it, or with a board of directors.

This part of the assignment has several purposes:

- To practice the skills necessary for effectively presenting information and material to stakeholders;
- To practice effective public speaking and public presentation skills, time limits, and answering questions.
- To think critically about what information will be compelling to a stakeholder audience.

This third part of the assignment is the culmination of the work done through the semester. It requires each group to:

- 1) **Create a 10-minute presentation** detailing the needs assessment (part 1), as well as the intervention plan or proposed solution (part 2). Each team will decide who the audience (classmates) will be. That is, if you decide you are doing a presentation to a potential funder, the class will be that funder.

This should be considered a professional presentation, one that can be used to educate your audience about an issue, therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation. Please be prepared for questions from your classmates.

- 2) **Develop a leave behind item.** Each group must include some leave behind item. This can be a handout, brochure, brief summary, PowerPoint presentation or some other item of your choosing. This written item should support and/or further explain the points made in your presentation. If your visual aid is in the form of a handout or pamphlet please provide hard copies for the class.

Any supplemental materials need to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations. Please review the Student Guide section on "Ethical Conduct in the University Environment." This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an online resource that can assist you in preparing proper citations for assignments using APA format available here: [http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf](http://www.lib.mich.edu/ug/research/citation%20guide/AP5thed/pdf).

**Because this is the only part of the assignment that is presented/submitted for grading,** be sure your presentation and/or product, deals with all of the things included in the rubric below:

Stakeholder group (the audience) is identified. The product and presentation are appropriate for this audience.	10
The community or organizational need/issue/problem is clearly identified.	10
Assessment: <ul style="list-style-type: none"> <li>● included all relevant stakeholders</li> <li>● data collection methods were appropriate for this need/issue/problem and community/organization</li> </ul>	25
The intervention plan presented: <ul style="list-style-type: none"> <li>● matches or connects clearly to assessment findings</li> </ul>	25

<ul style="list-style-type: none"> <li>demonstrates an understanding of the problem and how the problem is situated within the specific organization or community</li> </ul>	
The presentation supplemental materials: <ul style="list-style-type: none"> <li>demonstrate graduate level work (graduate level quality)</li> <li>demonstrate an understanding of course materials</li> </ul>	20
Peer and Self Evaluation	10
TOTAL	100

**Please note: Each group member must turn in a self and peer evaluation.** This should be turned in by presentation day on Canvas. Evaluations must be turned in by each group member and will not be shared.

Part 1. Self-Evaluation (*Suggested maximum length: 1 page*)

Describe your participation in the assignment. Discuss and evaluate, in specific and concrete detail, the contributions you made to your group's work. Describe the things you did well, and also describe the areas in which you could have done better. At the conclusion of your self-evaluation, give yourself a grade (1-4) on your participation in this work, using the following guidelines:

- 1 = Extraordinary; far exceeded the basic requirements for group work
- 2 = Very good work; generally exceeded the basic requirements
- 3 = Met the basic requirements for group work
- 4 = Fell below the basic requirements for group work

Part 2. Peer Evaluation

Write the name of each member of your group, and beneath each person's name, provide 2-3 sentences describing their participation in and contributions to the assignment. Provide each person a grade using the above criteria.

**This culminating assignment is worth 30% of your grade.**

**Participation**

Class participation is more than mere attendance. It includes things like arriving on time, being actively present in the classroom, reading assigned material, preparing for class with questions, completing assignments, reflections, and discussions on the MOOC, doing assignments, and participating in activities - both in class and online. The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade:

**In-Class / Online Participation & Grading Rubric**

(0 – 5) Poor Participation	Does not attend in-person class sessions
----------------------------	------------------------------------------

	<p>No effort, disruptive, and disrespectful  Does not participate in MOOC  Uses harmful language in class and does not respect other students' identities</p>
(6 - 9) Marginal Participation	<p>Does not attend 1-2 in-person class sessions  Little effort, texting or web surfing (irrelevant to course)  Demonstrates infrequent involvement in class or class discussions  Rarely participates in MOOC  Uses harmful language at times in class and sometimes does not respect other students' identities</p>
(10 - 12) Moderate Participation	<p>Late to every in-person class session  Moderate effort, texting or web surfing on occasion (irrelevant to course)  Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them  Rarely offers to contribute to discussion (both online and in the classroom), but contributes to a moderate degree when called on  May seem occasionally distracted or uninterested  Demonstrates sporadic involvement in MOOC  Uses inclusive language at times and respects other students' identities to an extent</p>
(13 - 14) Strong Participation	<p>Rarely late and no in-person class absences  Engaged in classroom activities only while in the class  Has clearly read and asks pertinent questions about course material  Offers interpretations or analysis of course material (more than just facts) to class  Contributes well to discussion in an ongoing way (both online and in the classroom): responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion  Demonstrates consistent ongoing involvement by active visual and /or verbal engagement  Uses inclusive language in class and respects other students' identities</p>
(15) Excellent Participation	<p>On time and no absences  Engaged in classroom activities only while in the class  Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.)</p>

	Participates actively and equally during in class discussions, in MOOC discussions, class assignments, and group activities Contributes in a very significant way to ongoing discussion (both online and in the classroom): keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue-building, suggest alternative ways of approaching material Demonstrates ongoing active involvement and active visual and/or verbal engagement Always uses inclusive language in class, on the MOOC, and respects other students' identities
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Participation is worth 15% of your grade.**

## GRADING

Assignment	Weight
Reflections	15%
In-MOOC Assignments	40%
Culminating Assignment	30%
In-Class / Online Participation	15%
	<b>100%</b>

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

99-100 = A+

94-98 = A

90-93 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

63-66 = D

60-62 = D-

## ATTENDANCE POLICY

Students are unable to miss an in-person class without detriment to their grade. Students who will miss due to religious holidays must make arrangements with the instructor at the beginning of the course to avoid a grade penalization. **Please note that the student is responsible for**

**all of the content missed during your absences. There will be no opportunity for in class assignments to be made up.**

### **PLAGIARISM & ACADEMIC MISCONDUCT**

Academic integrity is taken extremely seriously in the School of Social Work, as well as the academic community and the University of Michigan at large. 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. 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 and lastly 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). It is your responsibility to familiarize yourself with the information and other resources regarding expected academic conduct presented at: <http://www.lib.umich.edu/academic-integrity/resources-students>.