PART 1: COURSE STATEMENT

This section of the syllabus outlines what this course is about, the skills and competencies you will develop as a student in this course (course objectives), the relationship of this course to the SSW curriculum at U-M, and the relationship of this course to Social Work ethics.

Course Description
This course will prepare students to engage in integrated practice focused on utilizing community and social systems to support and empower individuals, families, and communities and envision and work towards social justice goals. This will include skills for entering, assessing, and working collaboratively with client systems and their social networks, including assessment of power differences and building on diversity within the community. This course will build on practice methods presented in the foundation courses and give special attention to partnership, strength based, and empowering models of practice and those that further social justice goals. Special emphasis will be placed on conducting this work in a multicultural context with vulnerable and oppressed populations and communities and to identify and reduce the consequences of unrecognized privilege.

Course Content
This course will cover practice methods for working with multiple social systems to promote well-being through the involvement of community and social systems. The primary focus will be on ways to work in partnership with the primary and secondary mediating structures in communities, such as schools, neighborhood associations, self-help organizations, community centers, and faith based organizations. Emphasis will be placed on ways in which different levels of practice, including interpersonal, organizational, community, and policy practice, can be involved in this kind of work. The focus of this practice will be on systems ranging in size from individuals to communities and national or international organizations. Specific practice methods will include feminist, multicultural, structural, and community social work models of practice. These models will include techniques for group work of various kinds, crisis intervention, advocacy, and service coordination; consultation with community members, groups, and organizations; conducting community outreach and education; convening and working with community committees, coalitions, and planning boards;
organizing and facilitating mutual aid and self help groups; and collaborating with communities to develop local programs and services. Under girding all of these methods will be a focus on methods for encouraging community participation and empowerment and in reducing barriers to these activities for members of different subgroups and who are disempowered and marginalized by mechanisms of oppression. Topical issues will include: enhancing individual, family, and community safety and security; the mediation of community conflicts; the social integration of newcomers and returnees to communities; promoting positive intergroup relations; and the promotion and protection of human rights and environmental justice. Students will engage in activities that allow them to examine and expand their understanding of their own group memberships and identities and how they are relevant in different practice situations.

Accessibility & Accommodations for Students with Disabilities: The University strives to make all learning experiences as accessible as possible. Services for Students with Disabilities (SSD) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations:

Services for Students with Disabilities G-664 Haven Hall
505 South State St. (734) 763-3000 | ssdoffice@umich.edu

If you need an accommodation for a disability, please let me know as soon as possible, ideally at least two weeks prior to the need for accommodation. Any information you provide is private and confidential and will be treated as such.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DSS to arrange a confidential discussion regarding equitable access and reasonable accommodations. Accommodations are your legal right! If you are already registered with SSD and have a current VISA letter, please contact me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. I also invite you to discuss your learning needs with me, regardless of your status with SSD.

Mental health and well-being: The University of Michigan is committed to advancing the mental health and well being 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 or The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources

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.

- SSW Health and Wellness Guide
- Contact the Health and Wellness Program at ssw.wellness@umich.edu
Course Objectives

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

1. **Demonstrate an understanding of how community and social systems can play a role in improving the well-being of individuals, families, organizations, and communities and in promoting greater social justice.** (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   a. To demonstrate several methods that engage, strengthen and build well-being and social justice, particularly at the community level. (Practice Behaviors 10.c.IP, 10c.CO, 10c.SPE, 10.c.MHS)
   b. To promote capacity building and preventive approaches via strengthening the student's knowledge, skills and resources so that they may assist individuals, groups, and communities to develop more socially just practice. (Practice Behaviors 10.a.IP, 10.a.CO, a.SPE, 10.a.MHS)
   c. To apply analytical techniques to assess the strengths, needs and capacities of individuals, groups, organizations, and communities. (Practice Behaviors 10.b.IP, b.CO, 10.b.SPE, 10.b.MHS)

2. **Identify the critical primary and secondary structures in communities that can be mobilized for engaging in practice at all levels.** (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   a. To demonstrate knowledge about how the structures and development of individuals, families, groups, organizations, communities and social systems affect one another. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   b. Demonstrate knowledge of and the ability to apply theories of social change, from the individual through societal levels. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)

3. **Describe how the gender, racial, religious, economic, or other diverse characteristics of a community affect the needs and assets to be mobilized in practice.** (Practice Behaviors 10.b.IP, 10b.CO, 10.b.SPE, 10.b.MHS)
   a. To be able to locate oneself as a practitioner incorporating multiple social positions, statuses, and cultures, and to understand the implications of these for worldview, values, and biases. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)

4. **Demonstrate skills for engaging community systems and encouraging the participation of community members with attention to their diversity and for reducing barriers to that participation.** (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.d.IP, 10.d.CO, d.SPE, 10.d.MHS)
   a. To demonstrate skills in negotiating differences and conflicts at system interfaces. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS)
   b. To work across social system boundaries and apply multiple strategies for building linkages across boundaries. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)

5. **Identify how social work ethics and values can guide practice with community and social systems.** (Practice Behaviors 2.IP, 2.CO, 2.SPE, 2.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)

Course Design
In-class activities will include discussions, self-assessment activities, case presentations, and practice simulations. Videos and guest speakers will be utilized to provide examples of current and past practice. Course assignments will include readings, papers, group projects, case studies, and action projects that involve these methods.

**Course Curricular themes**

- **Theme Relation to Multiculturalism & Diversity** will be addressed throughout this course through a focus on the ways in which the characteristics of individuals, families, and communities drive the approach to practice. This will include attention to the following diversity dimensions: "ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, as well community of residence.

- **Theme Relation to Social Justice** will be central to this course on multiple levels. Methods for increasing community participation and empowerment will be reviewed, and special attention will be given to developing methods that are democratic, participatory, and focused on equity and equality.

- **Theme Relation to Promotion, Prevention, Treatment & Rehabilitation** will be covered by considering how community and social systems can be mobilized toward promotion, prevention, treatment, and rehabilitation efforts. For example, community and social system involvement can be an integral element of the promotion of mental health, the prevention of mental illness, the treatment of mental distress, and the rehabilitation of the mentally disabled. This course will shed light on how these methods can be involved at these different types of practice focus.

- **Theme Relation to Behavioral and Social Science Research** will form the basis of this course and will guide practice in working with community and social systems. For example, community and social systems practice is supported by research that suggests that wellbeing is enhanced by the involvement of social supports and social networks. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.

**Relationship to SW Ethics and Values**

This course will address how social work ethics and values can guide practice with community and social systems. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on the social worker's responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. Also, please see objective 5 and the relationship to themes 1 and 2 above.

**Intensive Focus on PODS**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice 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.
SECTION 2: CLASS REQUIREMENTS

This section of syllabus explains what you need to do as a student in order to complete this class successfully.


Suggested reading that can help you work with other successfully in this course and beyond:

Group process: The course projects will be done through groups, with each group member responsible for contributing his/her/their part (e.g. readings, identified tasks, individual assignments). If the group is struggling in any way, it is important to ask for outside support or guidance or reflection early and often. Please contact me if your group is experiencing struggles. This ‘asking for help’ is a sign of strength and will be extremely helpful in your future social work practice.

DAILY SCHEDULE

Schedule and reading may change according to class interests and needs; required text/audio/video materials found in Canvas Module titles by week/topic.

<table>
<thead>
<tr>
<th>Week</th>
<th>LEARNING OBJECTIVES</th>
<th>READINGS Podcasts, Websites</th>
<th>ASSIGNMENTS DUE</th>
<th>STUDENT PRESENTERS TODAY</th>
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</thead>
</table>
| Wk 1 1/13 | - Introductions  
- Course overview  
- Group formation  
- Basic group dynamics | | Assignment 1: Team Contract or Expectations | |
| Wk 2 1/20 MLK DAY- No Class | - Create shared group expectations, preferences, and communication plans to work well together for the semester | 1. Fujishin, R. Creating Effective Groups, Ch 1 (pp 1-16)  
2. Gamble & Weil, Ch 1 | | Assignment 2: ‘Do Something’ Project Idea |
| Wk 3 1/27 | - Consider shared priorities and networks of group members  
- Develop shared group focus for the ‘Do Something’ Project | 1. Gamble & Weil, Ch2  
2. Vu, Trickle Down Community Engagement  
3. Sirolli, Shut Up and Listen - | | |
| Wk 4 2/3 | - Identify your community’s assets and needs  
- Define areas of focus that are modifiable, appropriate (for your group) AND ready to change. Identify possible actions and assess (SWOT) | 1. Community Toolbox, Chapter 3; Sections 1, 2  
2. Social Determinants: https://www.neighborhodatlas.medicine.wisc.edu/  
3. Gamble & Weil, Ch3  
4. Review: Kramer, et. al., 2012 | Assignment 3: Entering, assessment and mapping community strengths and needs | |
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<tr>
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| Wk 5 2/10 | - Describe theories and frameworks for community practice  
- Understand how to use theories to improve community practice. | Read: Gamble & Weil, chapter 4  
Read another paper to look in more depth at a theory you can use for community change | Assignment 4: Describe a theory of interest and how to apply it to community practice |  |
| Lisa Away!  
No class | | | | |
| Wk 6 2/17 | - Discuss how to apply theories to community practice  
- Identify similarities and differences among a variety of community practice contexts | Gamble & Weil:  
Ch 5: Group 1  
Ch 6: Group 2  
Ch 7: Group 3  
Ch 8: Group 4  
Ch 9: Group 5  
Ch 10: Group 6  
Ch 11: Group 7 | Assignment 5: Each group to focus on introducing their chapter |  |
| Wk 7 2/24 | - Discuss the kinds of evidence you have/need  
- Identify how to find out more, enter and engage with your community  
- Begin to plan your effort systematically  
- Discuss ‘what works’ in neighborhood and community organizing | Read:  
1. Finifter, Jensen, Wilson, & Koenig, B. L. (2005); 293-306.  
2. Tritter & McCallum (2006); 156-168. | Assignment 6: ‘Do Something’ Logic Model (Draft due in class – will share each member’s logic model and combine for the group project) | Case Study: Neighborhood & Community Organizing (Group 1) |
| Wk 8 3/2 | SPRING BREAK- NO CLASS | | | |
| Wk 9 3/9 | - Plan to focus efforts and accomplish goals  
- Discuss ‘what works’ in organizing functional communities | Read one of the papers on Canvas or find your own that helps you focus your ‘Do Something’ efforts more effectively. | Assignment 7: ‘Do Something’ Action Plan | Case study: Organizing Functional Communities (Group 2) |
| Wk 10 3/16 | - Apply group dynamic theories and ideas to observations  
- Discuss ‘what works’ in social, economic and sustainable development | 1. Community Toolbox, Chapter 16 (Review)  
2. Consider suggested readings to augment your thinking about group dynamics and help with your group observation write-up. | Assignment 8: Community practice observations | Case study: Social, Economic, and Sustainable Development (Group 3) |
<table>
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<tr>
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<th>ASSIGNMENTS DUE</th>
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| Wk 11 3/23 | - Define privilege and how it make affect community practice  
- Discuss how to navigate privilege in community practice  
- Discuss ‘what works’ in inclusive program development | 1. Pick a reading from Canvas  
| Wk 12 3/30 | - Discuss key elements of responsive leadership and functions of learning organizations  
- Talk about ‘what works’ in planning with communities and in social movements | 1. The 5 Leadership Learning Disciplines (Senge, 1990) summary  
2. NY Times: 8 Keys from Google  
3. Pick 1 reading from Canvas | Assignment 9: Stakeholder interviews | Case Study: Communities and Social Planning (Group 5) |
| Wk 13 4/6 | - Discuss the importance and leveraging power of cross-sector collaboration in community practice  
- Identify key aspects of building effective collaborations | 1. Minkler, Rebanal, Pearce, & Acosta (2019) 9S-18S.  
| Wk 14 4/13 | - Talk about building utilization-focused evaluations of community practice  
- Discuss ‘what works’ for effective political and social action | 1. Maloney & Gatfield (2019)  
2. Dunkley & Franklin (2017) |  | Case Study: Political and Social Action (Group 7) |
| Wk 15 4/20 | - Present each group’s ‘Do Something’ project  
- Discuss what worked really well (how do they know?)  
- Identify what could have been better and how students could make that happen  
- Synthesize learning to develop a list of advice for future students trying to do this kind of community practice | Assignment 10: Final ‘Do Something’ Infographic and narrative |  |  |
EXPECTATIONS OF STUDENTS

**Attendance:** Students are expected to come to class, and if something comes up, please communicate to let me know you will not be there. Applied learning happens during class time, so making up missed classes is difficult. Make every effort to come!

**Participation:** Student are expected to be on time for class. Full participation means that each student has read, analyzed or reviewed course material well, so that s/he/they can participate actively in class discussion, class assignments, and group activities. This level of participation means s/he/they keep discussions focused, responds very thoughtfully to other students’ comments, contributes to the cooperative dialogue-building, suggest alternative ways of approaching material. Students can demonstrate ongoing active involvement through verbal participation, and active visual engagement. Particularly important for open discussions: students are expected to use inclusive language that respects other students’ identities.

**Assignments:** The assignment description in the syllabus is a general overview. Details, formats and rubrics are found in Canvas. I expect your work to demonstrate concise yet thoughtful, evidence-based, integrative and deep work. The course uses individual and group project, as consistent with social work practice. In the structure and grading of these, I seek to balance accountability and professional performance expectations. Sometimes, based on your interests, skill level and time availability, a group project is an undue burden for you. If you think your learning would be best served by working alone on a designated group project, schedule a meeting with me and I will consider this.

**Due dates are firm:** Assignments and readings are intended to build on each other throughout the semester. Missing assignments or not doing the reading will limit how you are able to participate in the course and ultimately affect your learning. Please make every effort to do the week’s readings before class and turn in your assignments on time. If you are unable to do so, please communicate with me about it, and we will talk about possible ways forward.

**Communication:** If students have concerns, they are expected to express them to the person/people who are contributing to the issue (including me, the professor). Please communicate early and often in order to solve problems as they arise and to be sure to get your needs met.

**Academic integrity and plagiarism:** Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.

**Writing skills and expectations:** Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

SSW Writing Assistance
Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

**APA formatting:**
Any social work assignments presented as professional papers or presentations should utilize APA formatting (APA 6th Edition) Review the MLibrary APA Citation Guide as needed. The Purdue Owlwebsite is another helpful resource for assistance with APA formatting.
Assignment instructions, requirements and grading rubrics are found in Canvas. The course uses individual and group projects, as consistent with social work practice.

<table>
<thead>
<tr>
<th>Assignment Name and Number</th>
<th>Due date, submission type</th>
<th>Percent of overall grade</th>
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</thead>
<tbody>
<tr>
<td>Attendance, reading before class, and the quality of participation</td>
<td>Weekly, observed, individual</td>
<td>15%</td>
</tr>
<tr>
<td>3. Entering, Assessment + Mapping</td>
<td>February 3, 2020 – Individual</td>
<td>5%</td>
</tr>
<tr>
<td>4. Theories and frameworks for community practice</td>
<td>February 10, 2020 -- Individual</td>
<td>5%</td>
</tr>
<tr>
<td>5. Case Studies – In class</td>
<td>February 17, 2020 – One page introduction to context/issues</td>
<td>S/U</td>
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<tr>
<td></td>
<td>Case studies during weeks 7-14 (each group has a different day)</td>
<td>20%</td>
</tr>
<tr>
<td>6. ‘Do Something’ Logic Model</td>
<td>February 24, 2020 – Individual</td>
<td>5%</td>
</tr>
<tr>
<td>8. Community Practice Observation</td>
<td>March 16, 2020 -- Individual</td>
<td>10%</td>
</tr>
<tr>
<td>9. Stakeholder interviews</td>
<td>March 30, 2020 --Individual</td>
<td>5%</td>
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<tr>
<td>11. Team assessment of your efforts</td>
<td>4/22/20 -- Individual</td>
<td>10%</td>
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Short description of assignments and rationale (Detailed instructions on Canvas)

1. **Practical group dynamics plan (group):** To teach about creating effective team processes and create an opportunity for success in the course, each small group will (1) agree on a shared focus for the ‘Do Something’ project (including the community and problem); (2) talk about each member’s preferences, strengths, and struggles; (3) create shared group expectations (meeting length, agenda, process); (4) discuss possible roles for assignment completion (subject to change); (5) develop initial plans to work together for the semester: how will you communicate, hold members accountable, support one another?

2. **‘Do Something’ Project Idea (group):** To ensure that the group decides on a shared focus early in the semester, this ungraded assignment asks the groups to post a short description (1 paragraph) of their project idea.

3. **Entering, Assessment + Mapping (individual):** To consider the relative importance of the target issue to different stakeholders, the assets and needs of the community, and the possible power dynamics at play, each member of the team will conduct a separate assessment or mapping activity for the project (coordinated with their team). The assignment should help the group identify issues or needs, community interest, and strengths or resources to build upon. The individual assignment should also include how one might respectfully enter, engage and build relationships in the community. Length: 1-2 pages.

4. **Theories and frameworks for community practice (individual):** To develop an understanding of the variety of social work and social science theories that can be useful in improving community practice, each student will create a one-page summary or visual map of a theory that covers: (1) history, (2) key components, (3) critiques and (4) applications to community change. These easy to understand documents will be available to other students in the class to expand our understanding of theories we can use in our ‘Do Something’ projects or beyond.

5. **Case Study (group):** To develop understandings beyond our personal and ‘Do Something’ experiences, each group will find a case study to share important details, insights, tools related to how to successfully partner with other organizations and community systems. Each student group will find an illustrative case study (description, film, visual depiction...) about a successful collaboration (or illuminating failure) in one particular context (depending on your assigned chapter). Each group will summarize their chapter’s content on February 17, and on their assigned day, will have approximately an hour in class to share the example and facilitate a class discussion to identify, assess and apply key concepts to community practice.

6. **‘Do Something’ Logic Model (individual):** For students to learn how to use logic models as a framework for planning and action, each group will develop a planning-oriented logic model. The logic model will show (on one page) what factors contribute to the problem your group is trying to address, what assets (institutions, infrastructure, relationships, leaders...) can be built upon, and what key areas are most ready (or most accessible) to change. This visual representation of the ‘Do Something’ project will also highlight what needs to be known or done to prepare (i.e. interview questions, access to data bases, finding sources/research, asking permission/obtaining reports), and how the ‘Do Something’ event or initiative can make a difference (outcomes).

7. **‘Do Something’ Action Plan (group):** Using the Action Plan template on Canvas (or you can use a project management tool such as a GANNT chart), create your team’s plan for carrying out the assignment, planned action steps, accomplishments, timelines, who is responsible for what. The plan will include the communities and the social justice or well-being issue to be addressed. This assignment should build on the revised, agreed upon group logic model, but include more details about tasks and responsibilities.

8. **Community Practice Observation (individual):** To strengthen reflection skills in collaborative community practice and to better understand how the small group dynamics and leadership skills function in practice, each student will observe and/or participate in a meeting or activity that engages one or more community or social systems in promoting social justice and well-
being for individuals, families and communities. Each student will write up their reflections and be ready to share a summary of their learning with their team.

9. **Stakeholder perspectives (individual)**: Before doing any community-oriented work focused on solving a problem or issue, it is important to talk to people directly affected by it. These ‘stakeholders’ can be service providers working on the issue, people impacted by the issue from different angles, or policy makers/administrators trying to make a difference. In order to ‘do something’ that does no harm and could possibly ‘do good’ social workers need to talk to a variety of people before taking action. Your team should strategically consider the breadth of stakeholders to reach out to, and the social positionality of each team member to divvy up stakeholder interviews. These perspectives will need to be considered in your action plan.

10. **‘Do Something’ Report (group)**: To provide an opportunity for students to reflect on the project and summarize their learning, they will produce a final write up that includes a rationale for their project, outcomes and deliverables, and learning. This assignment provides a structured way for the group to identify what went well and how they could have improved. This kind of reflective social work practice is important for continual growth throughout one’s career.

11. **Team assessment of your efforts (individual)**: Team members will rate and describe each member’s contribution to the project at the end of the semester.

### ADDITIONAL COURSE POLICIES

**Safety and emergency preparedness**

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

**Religious/spiritual observances:**

Students’ have a right to religious observations. Just let me know.

**Pronouns**: All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the 2nd class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

**Electronic Devices**: In consideration of your classmates and your own learning, please mute all devices during class. If you must be on call for personal or work reasons, let them know this is only for emergencies that no one else can handle. Personal communications such as texting or surfing are fine during breaks and are not acceptable during class time. Interruptions, no matter how brief, affect your ability to focus. Computer use during class time that supports the mission of the course (e.g. taking notes) is encouraged. There will be times that I ask for screens down during some parts of the class and I expect ready compliance with that request. Your final grade will be affected by your use of electronics during class time for activities not relevant to the course as commensurate with my observed frequency of these activities.